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ABSTRACT

Based on the experience of 130 local adult basic education (ABE) directors in Pennsylvania, this guide presents suggestions for recruiting the least educated adults into ABE programs. Following an introduction that defines ABE and examines whose responsibility ABE is, the guide is divided into 12 chapters. Each of the chapters develops one technique for recruitment, explaining methods and giving examples of its successful use from the experiences of the ABE directors. The recruitment techniques are the following: the adult student as a recruiter; use of graduates of the program; television and radio spots and talk shows; community development organizations; local agency referrals, satellite classes, and advisory councils; paid recruiters; bulk mailings and brochures; student-written newspapers and adult student magazines; industry-based adult education; newspaper success stories and advertisements; open houses and special events; and comprehensive counseling centers. The final section of the guide provides the insight that the real key to successful recruitment is the caring cooperation of staff members. (KC)

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REACHING THE LEAST EDUCATED

by

Eugene L. Madeira

130 LOCAL ABE DIRECTORS TELL HOW

PENNSYLVANIA'S

HANDBOOK

ON RECRUITMENT

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April 15, 1980

Dear Reader:

I do not hesitate to write you on the day everybody knows is income tax day, because the small investment the federal government makes ($100 million) in adult education is returned many times over by the increased productiveness of citizens who have availed themselves of study opportunities in Adult Basic Education programs (ABE) made possible by federal funding.

In ten years, 5,000 adults in Lancaster have studied in all phases of our Adult Basic Education program. The majority (3,000) have learned English as a second language, 1,100 have gotten high school diplomas, and the rest have learned basic skills in reading, writing, and mathematics. This represents 10 percent of Lancaster's population.

Our city has a favorable climate for adult education. I would like to attribute the success of our Adult Basic Education program to the following:

1. A dedicated full-time staff whose expertise is unequaled. The School District has made this possible by treating adult education teachers the same as other teachers. They are members of the Lancaster Education Association, and are tenured teachers with all the benefits of other contract professionals.

2. A district that provides the ABE program with the same support services of regular school programs. This includes the services of program specialists in Mathematics, Reading, Language Arts, English as a Second Language, and Counselling. Other support services given on an equal basis include mailings, telephone and computer services, repairs, maintenance, and printing. The district also pays the cost of advertising to make adult education as widely known as possible.

3. The provision of ample space to operate as a learning center and provide individual instruction to those needing it. We are located near the least educated neighborhoods. This puts us within walking distance of public housing, and the main bus lines of the city. Satellite ABE classes are offered anywhere in the city as the need arises.

4. Finally, the local newspapers and television station have contributed to the climate in which adult education is seen as a positive force in the community. This caring climate makes Lancaster unique.

This book is a result of a project supported by the U.S. Office of Education and the Pennsylvania Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of either before mentioned group.

Gene Madeira

EUGENE L. MADEIRA

REACHING THE LEAST EDUCATED

"Handbook on ABE Recruitment"

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P R E F A C E

Recruitment is basic to the success of any Adult Basic Education program. Federal adult education is nc exception. There has been a recent increase in the amount of criticism leveled at Adult Basic Education programs with the publication of a Ford Foundation Study entitled ADULT ILLITERACY IN THE UNITED STATES by Carman St. John Hunter and David Harman. (McGraw-Hill, N.Y. 1979) Press coverage of this study (released on September 9th, 1979) gave federal adult education a bad image. The Associated Press story from New York carried nationwide states that "'Federal programs that promised to wipe out illiteracy in America have failed to live up to their claims; and as many as 64 million adults may be considered illiterate,' according to a Ford Foundation Study." The release continued, "Hobbled by poor attendance and high drop out rate, fewer than two million persons enrolled in federal programs designed to meet the needs of more than 60 million." (THE DENVER POST, Sunday, September 9, 1979)

This sensational story distorted the facts about federal adult education. First of all, federal Adult Basic Education program people have never promised to wipe out illiteracy. Some presidents have said this in their State of the Union messages, but then never gave the programs the backing and personal support they needed to succeed. Likewise, the study failed to show that at a funding level of only $100 million a year, the allotment to two million students comes to only $50 per student. If substantially more students are to be reached, the federal budget will have to provide a lot more money for Adult Basic Education.

The federal Adult Education Act was designed to help anybody with less than a high school education. It is therefore wrong to accuse ABE program directors of "creaming" when the act was intended to provide an education up to a high school level. The writers of this act considered that anyone without a high school diploma was too educationally deficient to make it in our society.

The federal bureaucracy should assist in reaching the most people with the minimum lack of expenditure. Regulations that deny equal access to ABE classrooms by anyone functioning at less than a high school diploma only complicate and delay serving the most people by restricting programs to below fourth grade level. No restrictions should be placed on the number of students served at any level below high school.

The Ford Foundation Study fails to acknowledge the fact that one value of fourteen years of federal Adult Basic Education has been the

growth of a full-time ABE staff nationwide. These are true professionals well versed in teaching adults and in preparing materials and programs designed to meet individual adult needs. Before 1966 very few states had adult education staff and personnel. Now all fifty states and U.S. territories have such staffs. Before the enactment of legislation to provide a basic education for adults, very few colleges and universities offered degree programs at a bachelor, masters or doctoral level in adult education. Now a large number of such institutions offer degrees and training in this field, even though many state departments of education still do not certify teachers in Adult Education, or English as a Second Language. This large body of local full-time adult educators was not tapped in the Ford Foundation Study.

I have asked 130 local ABE directors to help me prepare this book on "Reaching the Least Educated." Many local school districts, operating programs of adult education in cooperation with local public and private non-profit agencies, are meeting the needs of the least educated. It is at the local level where there is a great deal of success. However, that was not reflected in this critical report.

The new Federal Adult Education Act (P.L. 92-230 as amended) is a good law. It has opened the door for adult education funding to community based agencies which provide services through organizations best able to reach and serve the least educated. Unfortunately, there are today still a great many school districts whose superintendents and boards are so child oriented in their outlook, that they are blinded to the opportunities of improving the quality of education for the child by educating their parents. In such communities,where no public school adult education programs are offered, state departments of education will be forced to bypass the public educational institutions and fund other agencies to do the job.

The message of the new Adult Education Act of 1978 as amended is clear. Reach the least educated. Since improvement in this area is vital to the future of federal Adult Basic Education, I decided to do a study on recruitment while I was still Chairman of the Committee on Program Effectiveness of the National Advisory Council on Adult Education. I surveyed the Council of State Directors of Adult Education at their meeting in Alexandria, Virginia May 1979 and asked them to rate various recruitment methods. I also asked them to provide me with the names of local ABE program directors whom they considered most effective in reaching the least educated. This handbook on recruitment is the outgrowth of that survey. I hope the shared knowledge and experience of seventeen state directors of education and 130 local ABE directors on the most effective means of recruitment will help adult education administrators bring more adults needing a basic education into Adult Basic Education classrooms.

EUGENE L. MADEIRA
February 1980

INTRODUCTION: WHAT IS ADULT EDUCATION? WHOSE RESPONSIBILITY?

Adult education in the simplest of terms is a second opportunity for adults to learn to read and write, to learn English as a Second Language, or to get a high school diploma. In contrast to the traditional night school where a long time is needed to accumulate the necessary credits for a diploma, students in ABE can take an examination that measures their general educational development (the G.E.D. exam).

The General Education Diploma examination, which is changed every year, has five parts: Writing, Social Studies, Science, Reading or Literature, and Mathematics.

Since we are a nation of immigrants, adult education means for our new citizens a chance to learn to speak, read and write English. This program is called English as a Second Language (ESL). As people continue coming to America at a record rate, there never seems to be a decrease in the number of adults needing to learn English. In Lancaster a third of our enrollment is in the ESL program. Our staff has become so professional that they teach all levels of English ability simultaneously. They teach any non-English speaking person, regardless of their native tongue, to read, write and speak English, even when previously illiterate. Resource dictionaries are obtained in each student language for those literate enough in their own languages to look up English words.

Bilingual adult education provides the largest non-English speaking minority group in the United States (Spanish-speaking students) an opportunity to complete their academic work in the Spanish language. This speeds up their ability to get a high school diploma while learning English as a second language.

Citizenship classes are still very popular. Students preparing for the citizenship test often know more about American history and government than native born Americans.

ADULT EDUCATION - WHOSE RESPONSIBILITY?

Donald Short harbored a secret throughout his life according to an Associated Press News Release of December 1978. "He was too ashamed to admit to anyone but his wife that he couldn't read or write. One winter day in March he concluded that his monthly Social Security disability check wasn't enough to support his wife and five children."

Short, 42, swallowed his pride and hitchhiked 40 miles to Mansfield State College, a teachers college. "I can't read or write," the disabled coal miner said, "but I want to learn how," he told the startled secretary in the dean's office. "I've been to the schools. I have been to the county offices. I have been all over the place looking for help. This is a college; well, here I am."

College officials were impressed with Short's motivation, so they planned a special program for him. Now, seven months later, Short is able to read some of his 9 year old daughter's school books. He hitchhikes 80 miles round-trip from his home in rural Westfield, Tioga County, to Mansfield three times a week for four hours of tutoring by a volunteer group of students majoring in special education. "We were pretty impressed when he walked in here and said, 'Look, I can't read. Do you have somebody around here who can help me do it?'" said Dr. Thomas Stich, chairman of the college's special education department. Short is receiving his instruction free of charge and can now read on about third-fourth grade level, Stich said.

When newspapers all over the United States published the Associated Press story from Mansfield, Pennsylvania, startling evidence came to light that indicated many school districts feel absolutely no obligation to educate adults. The public schools of Tioga County are representative of the lack of commitment by public school officials. But this lack of concern of the part of school officials is not the only reason for such neglect. The fact is that federal funding of Adult Basic Education programs would have to be greatly curtailed in counties where school officials are presently committed to providing adults with equal educational opportunities, should services be provided in all 69 counties. Unless the Congress increases federal funding to the full amount authorized, Adult Basic Education services will never reach all the target populations.

The new federal Adult Education Act is a good law because it allows the State Department of Education to fund adult education services through non-profit, community-based organizations that care about serving the least educated in those communities where school districts and public institutions do not.

This chapter is a synthesis of an interview on WGAL-TV's program DIALOGUE in which Bill Saylor asks Eugene Madeira about Adult Education. A copy of this video-tape is available from ADVANCE, Millersville State College, Millersville, PA 17551 and the National Multi-media Center, Montclair State College, Upper Montclair, New Jersey, for your use.

Chapter One

THE ADULT STUDENT AS A RECRUITER

During my fourth year as a member of the National Advisory Council on Adult Education, I served as Chairman of the Program Effectiveness and Evaluation Committee. This position gave me the opportunity to visit many excellent programs and see reports on 309 other recruitment projects. I will draw from those materials in this book.

While attending a State Directors meeting in Alexandria, Virginia in May 1979, I made an interesting discovery that was to direct the course of this book. A survey of the State Directors in attendance indicated that the majority felt that STUDENTS WERE THE BEST SOURCE FOR RECRUITING NEW STUDENTS. It is for this reason that the first chapter of this book on ABE RECRUITMENT deals with the ABE student. (See Appendix I)

Carmen St. John Hunter and David Harman dedicate a whole chapter to Who Are The Adult Illiterates?

> "The people we are looking at are variously described as illiterate, functionally incompetent, educationally disadvantaged, or under-educated. It is unlikely that any of them so describe themselves. They may feel only that they are powerless and at a disadvantage with respect to certain benefits of society. They may also feel that their ability to achieve personal and work-related goals is limited or nonexistent." (page 23)

The Adult Education Act passed by Congress in November 1966 states as its purpose "the establishment of programs of adult public education that will enable all adults to continue their education to at least the level of completion of secondary school and make available to them the means to secure training that will enable them to become more employable, productive and responsible citizens. (Adult Education Act, Section 312, PL 91-230).

The Ford Foundation Report on Adult Illiteracy describes the Adult Student as "those persons in our society who lack sufficient reading and writing skills to function effectively. They are found in large numbers whereever there are poor people and wherever there are congregated racial and ethnic minority groups. They are found in city ghettoes and doing hard physical labor on mechanized farms. There are more of them, both in absolute numbers and in percentages in the South, than in the North, more in the East, than in the West." (page 31)

> "They are the poor, the imprisoned, the elderly, the undereducated, the unemployed, or those employed at low level (unskilled and migrant workers, for example), and the racially...oppressed."
>
> Those who are poor are likely not to have finished high school. Blacks and ethnic minorities make up a disproportionate number of the poor and the unemployed." (page 36)

ESL classes for Vietnamese at the Adult Enrichment Center, Lancaster

ABE classes for Spanish speaking adults at the Antonini Center, Philadelphia

The Ford report on Adult Illiteracy states that 45% of rural blacks have not completed grade school, Hispanic women have a noticeably lower level of educational attainment than either whites or blacks.

"All these for whom English is not the mother tongue - about 30 million Americans, or 13% face special educational difficulties. This includes the large but unknown number of illegal aliens, mostly Spanish speaking." (page 43 ADULT ILLITERACY)

My experience during the past ten years as Director of an Urban Adult Learning Center has shown that women have consistently made up a larger percentage of the enrollment. Harman and St. John agree with this. "Working class women suffer disproportionally from economic marginality, unsatisfying jobs, poor working conditions, inadequate social and municipal services, deteriorating neighborhoods, and alienation from the American mainstream." (page 53 ADULT ILLITERACY)

The Ford Foundation Study then describes the Information Poor in America giving a portrait of the disadvantaged American "in his natural information habitat...The prototypal disadvantaged American ...more than his average counterpart, as being a person who:

"Does not know which formal channels to tap in order to solve his problems, or what specific programs exist to respond to his needs; Watches many hours of television daily, seldom reads newspapers and magazines and never reads books; Does not see his problems as information needs ; Is not a very active information seeker, even when he does undertake a search; May lean heavily on formal channels of information if it becomes apparent that the informal channels are inadequate and if his needs are strongly felt; Is locked into an informal information network that is deficient in the information that is ordinarily available to the rest of society. (Childers, 1975, pp. 42-3 quoted in ADULT ILLITERACY) page 54.

Four of the best books written that help adult teachers to know what kind of people they are dealing with (as an orientation for new teachers not experienced in adult education) are mentioned in the Harmon and St. John Study. They are Oscar Lewis, LA VIDA (1968), Breslow Rubin,WORLD OF PAIN (1976), Elliot Liebow,TALLY'S CORNER (1967) and Susan Sheehan,A WELFARE MOTHER (1976). It is important that teachers recognize that the adult learner is different. Adults returning to school feel some need for an education. They have made a decision to return to school on their own and their attendance is completely voluntary. They do not continue to attend unless the school meets their needs. They have a greater fear of failure, and they return to school with great reluctance. Many of them had unhappy experiences in school during their early years and are beset with problems when they return to school. They come back to school with worries about past failures, concerns about family, finances, the future, and anxieties as to whether they will succeed or fail this time. (PHILOSPHY OF ADULT EDUCATION, Lancaster School District)

Some adults have had drug experiences; other had unwanted children before they were prepared to raise them; others are mentally disturbed, alcoholic, or divorced; some have suffered violence (the Vietnamese riots, rejection). They become easily discouraged, and they think that they have taken the great leap forward toward an education and a high school diploma now that they have had the courage to return to school and to register. Not all of them are prepared for the hard work that faces them to get that diploma. Therefore, the goals that the student sets need to be attainable, and he needs to see success early in order to set bigger and more achievable goals.

So it is imperative that the Adult Education program meet the adult students needs. Good programs of adult education meet the adult learner's needs by treating each student as a whole person. This involves five aspects:

1. To teach the whole person. Academic subjects are not isolated from the life situation in which an adult's life is lived. The economic condition and social position of the student are important information to the teachers so that they can help the student understand his educational needs and provide counseling and guidance that will enable each student to accomplish personal goals to the satisfaction of those needs. If the adult education program does not have the resources available to meet those needs, outside assistance is sought.

2. To motivate adults. Many adults have never had the opportunity to set their own educational objectives. Good ABE teachers try to encourage this by helping them set attainable goals. Some students come with expectations (such as becoming doctors and lawyers) that are completely unrealistic; others are too out of touch with reality and set goals much too low for themselves because of inferior feelings and past failures.

3. To encourage the adult learner. Since adults have a background of failure in mass education settings, the ABE program tries to provide early success experiences on their return to education. Students easily become discouraged and need early successes by reaching lesser objectives. Then they gain courage to try bigger educational goals. For this reason it is imperative that the federal guidelines take into consideration the completion of such short-term goals.

4. To provide life-related instruction. Materials that are relevant to adults' real needs are much more satisfying and practical to study than purely academic material. They also help the student to recognize various value systems and to re-evaluate lifestyles by noting the advantages and disadvantages of certain values. The counseling program assists the adult in identifying his needs and in learning to cope with them. Adult performance level tasks are given that deal with legal matters, nutrition, personal health and safety, money management, and other daily living skills.

5. To build self-confidence and a better self-image. The provision of confidential individualized teaching builds self-confidence and avoids the

risk of embarrassing the student. It helps the student recognize his strengths as well as weaknesses and gives him the courage to try. It has the added advantage of allowing the student to proceed at his own rate of speed and to work to the limit of his ability. Adults don't feel pressure in this kind of learning environment, and they don't have to worry about being able to keep up with the group, which may have been the source of disillusionment in high school. Comparisons are avoided; the student works against his own achievement. All tests are kept confidential. Only the teacher and student are aware of limitations and progress. Every effort is made to assure that the lack of individual attention isn't the reason for failure the second time around, as it may have been the first time.

Students that receive this kind of attention become recruiters. They spread the good news that the program they are attending is one that meets felt needs. They appreciate their own successes and want to see their friends have an educational experience that overcomes past failures. They respond to the empathy of caring teachers, who are concerned for the whole person. They experience a great deal of satisfaction in accomplishing goals they have helped set. They gain a feeling that they are getting control over their own lives and their own futures.

It is important that school board members, members of the management team of the educational establishment, appreciate the fact that adult students are different and they need to be treated differently from children. Otherwise they may not allow the teachers to work in a learning center situation providing individualized teaching. They may be overly concerned with class room size and attendance.

Arlyss Grosskoph directed a project for In-Service Training for Community O treach Workers to assist in the identificaton and recruitment of adult basic education students in La Crosse, Wisconsin. In her FINAL REPORT she lists important characteristics of the adult learner:

They have the ability to learn in spite of common beliefs they cannot.
They have opinions and want to express them.
They like to share varieties of experiences.
They lack self-confidence.
They respond more favorable to praise.
They have a fear of failure.
They differ from one another.
They like informality and variety.
They like to socialize.
They learn best by doing, they like activities and involvement.
They will drop out easily, let them experience success.
They like to learn at their own pace.
They want to be treated as adults and friends.
They learn best if a variety of teaching techniques are used.
They prefer guidance to criticism.
They want to see immediate benefits.
They want to know how they are doing.

(Arlyss Grosskoph, Project Director
Western Wisconsin Technical Institute
8th & Pine Streets
La Crosse, Wisc. 54601)

Arlyss Grosskoph included in her report suggestions for working with adults in whose lives we want to see significant changes:

"Begin where the student is and identify his needs.
Set goals and make sure the learner is successful from the start.
Expect to function as a friend and counselor as well as instructor.
Emphasize strong points in other areas.
Use students background in building learning experiences.
Vary teaching techniques, but keep structure in the classroom.
Respect and understand the student's way of life.
Treat the student as an adult.
Heighten the student's level of appreciation.
Provide individual attention.
Raise the student's self-concept. (page 13 FINAL REPORT)

Gerry Parent, now working at Old Dominion University in Norfolk, Virginia did a research project for the Portsmouth Public Schools on PROMOTIONAL/RECRUITMENT COST EFFECTIVENESS RESEARCH. This project, which is the best I've seen anywhere, surveys both adult population awareness of ABE programs in Portsmouth and adult students as to the most important elements in reaching and bringing them into the ABE classroom. As the Ford Foundation Study stated, many research projects have been done by adult education professionals, but few that express the views of adult students and the least educated are available. But this study is an exception because it is based on intake and exit surveys of some students in the Portsmouth Adult Education program.

Personal contact with students, family, friends, and school district employees were the most important elements in reaching the least educated. (page 13) It appears that the Portsmouth School District employees are supportive of their adult education program, something that cannot be said of all districts.

The FINAL REPORT of the Portsmouth Study was based on results of asking ABE students, "How many individuals enrolled in the ABE program as a result of a particular student recruitment procedure? The procedures listed were:

	Percentage	Number
Friend	28.7	71
Other Student	16.1	40
Portsmouth Public Schools	13.7	34
Brochure Mailed to Home	8.5	21
Radio, TV, Newspaper	6.0	15
Work Place	3.6	9
Brochure Not Mailed	3.6	9
WIN - Social Services	3.2	8
Course Schedule	2.4	6
Advertising Sign	2.0	5
Comic Book	2.0	5
Employment Agency	0.4	1
Law Enforcement Service	0.4	1
Adult Education Open House	1.2	3
Bumper Stickers	0.8	2

The tables Gerry Parent included in the Portsmouth Report show that conversations with family members, other adult education students, and persons working for the school system produced a whopping 45.5% of the new students.

	Percentage	REASONS FOR SIGNING UP FOR ABE COURSES
38 students	17.1	Talk with Family, Other
30 students	13.5	Talk with Person in School System
33 students	14.9	Talk with Other Adult Education Student
	45.5	per cent (page 28 Portsmouth Report)

The most effective form of advertising is the form that is directed to their homes - where they live, second to advertising directed to places where they worked. (page 29) This study was conducted in a city of 110,963 residents which is 56% white and 43% black. The study estimates that a population of 35,417 adults has less than a high school education.

The conclusions of the Portsmouth Study based on research of students who enrolled in the adult education program operated by the school district confirms the viewpoint of most state directors of adult education that students are the best recruiters of new students.

1. "More males than females became aware of adult education classes by word of mouth through friends.
2. More men became aware of the adult education program through their place of employment as a direct result of promotional efforts aimed at employers.
3. There was a significant increase in the percentage of non-black students (white and Orientals) who became aware of the program from students already enrolled in the program.
4. There was an increase in the number of persons over forty years of age who enrolled in adult education classes as a result of speaking with someone in the school system, in a business, place of employment, public housing, or civic and social organization.
5. Word of mouth was the most often cited (42.4%) as an effective promotional technique.
6. Radio and television were rated as the second most effective method (14.2%) of recruiting by students." (page 50-51 Portsmouth Report)

Those who are interested in reaching the least educated must recognize that a caring personal contact through a student, a friend, a family member or a school employee (teacher, counselor, aide, janitor) brings more students into ABE classrooms than a highly professional advertising campaign employing highly identifiable acronym (ACT for Adult Continuing Training) using comic books, newspaper ads, widely distributed brochures, radio and television commercials.

Friends	34	8.1%
Newspaper	30	7.2%
Family	15	3.6%
Neighbors	15	3.6%
Brochure	11	2.6%
Television	5	1.2%
In School	5	1.2%
At Job	3	0.7%

In ACT program	2	0.5%
At Church	1	0.2%
Social Services	1	0.2%
College	1	0.2%
Radio	1	0.2%

Table 14 Survey of 418 resident asked the question "Where did you hear of ACT program?"

The Written Word, a publication of AAAA Contact Center, Lincoln, Nebraska states that,"Most adult students are in school in the hopes of salvaging their futures. There are others, however, like 62-year-old John Amos, whose studies are part of an attempt to recover the past.

"Raised in a community of black sharecropper families in Mississippi, Amos was removed from school in the third grade to help his father in the cotton field. At the age of 21, on parole after a manslaughter conviction, Amos immigrated to California aboard a Greyhound bus and by the time he reached the age of 58, Amos had spent 22 years in various California jails and penitentiaries.

Working then as a cook and a dishwasher at a small coffee shop, Amos saw a sign at the bus stop advertising adult night classes. 'I just came in and sat down one night,' he said. Four years later he had completed the last of the credits he needed for a high school diploma.

I think I'll probably keep coming to the school as long as I can," Amos said. "I learn something new at every class. I just finished reading all of John Steinbeck. Sometimes I just talk about what I read with the teachers.

I spend a great deal of time lookin' back on my life and sometimes I think about how things would have been different if I'd got my education when I was young. I don't know what my life would have been like; it would have been different altogether, I know that. Math is my best subject; maybe I would have been an engineer or gone into some field like that. That doesn't really matter. What matters is that I know now I could have been anything. I didn't know that before."
(Central Adult High School, 221 W. 7th Street, Los Angeles, CA 90014

I used the same form to survey PA ABE directors -*(below)*- concerning what they thought was the most effective recruitment method. (See Appendix) Of those who responded, two were from state correctional institutions and one from a mental hospital, where one would think there was a "captive audience" for adult education. But even they replied that students were the best source for recruiting new students, for adult education in prisons and in mental institutions is completely voluntary.

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Don Huber, North Penn School District, Lansdale, PA (215)368-0400
Howard Kleinmann, Intermediate Unit 1, Pittsburgh, PA (412)323-5775

One way to provide a higher level of satisfaction for adult students is to form a local student organization. This organization can be formed every semester by students enrolled in the program, and can provide helpful information to directors on the needs of the program. Regular feedback allows the students to feel that they have an important role in the conducting of the program. Suggestions are helpful in identifying reasons for dropouts, in sharing general operational needs (such as more space, or less noise), and even in making suggestions about materials and curriculum. Students given such opportunities to participate in their own education are much more likely to recruit others.

Local program directors across the nation concur that students are the best source of new students. Effective recruiters of the least educated, to whom I was referred by state directors, responded as follows:

"Asking already enrolled students to bring a friend is effective at the student level. Flexible programming that permits an open entry into programs are also effective, along with home visits - homes of people mentioned by students." (Jerry Bradley, Lewis and Clark Community College, Godfrey, Illinois (618) 466-3411

"Elementary students are a good source. The superintendent's bulletin and calendars are distributed throughout the school district by each student to their own homes." (Francis J. Lann, Norwin School District North Huntingdon, Pa. (717) 863-6500)

ABE program people from other states agreeing with this premise are as follows:

John White, South Alabama Area ABE, Monroe County High School, Monroeville, Alabama.

Sister Cecelia Linenbrink, Adult Education Tutorial Program, St. Paul's Methodist Church, Denver, Colorado.

Shirley Olsen, Sheehan High School, Wallingford, Conn.

Mavis Presson, Poplar Bluff Area Adult Education Program, 111 Westwood Blvd., Poplar Bluff, Missouri (314) 686-2011

James DeLuca, Washington County Adult Education Program, Tower Hill Road, South Kingston, R.I.

Lois Gilliland, GOAL Program, 1000 Schofield Ave., Wausau WI (715) 359-7443

Chapter Two

GRADUATES OF THE PROGRAM

Television and Radio Talk shows are a free form of ABE advertising. So also are news events related to graduation programs. This chapter is a summary of the stories of two graduates, whose stories were published in NACAE's publication SUCCESS STORIES OF ADULT LEARNING IN AMERICA (1978). These people were interviewed by Bill Saylor on the program DIALOGUE, regular feature of WGAL-TV (Channel 8) in Lancaster.

LAURA WHITTED, Founder of the GED Alumni Association Movement, was a migrant worker who worked as a mushroom cannery worker and poultry cutter. She obtained a high school diploma after a fourteen year struggle.

Here is Laura's story as she tells it . . .

"I left school at the age of fifteen and got married. Soon after this I gave birth to a beautiful baby girl.

When I left school, I always had the idea in the back of my mind that I would go back to school and get my high school diploma. I found this to be very difficult in the late fifties and early sixties. I tried a private school that accepted married people but found the strain it created in the home too much, so I was once again a drop-out. Soon after leaving school the second time, we had our second child and I then put the idea of getting a diploma aside to concentrate on my family and work.

During this period in my life, I had several jobs; some of which included a mushroom cannery worker and a poultry cutter. For fourteen years I raised my family. My husband found a much better job at the Armstrong Carpet plant and in 1969 we moved to Lancaster. Here I learned I could study for the G.E.D. test. The ADult Enrichment Center opened right across the street from my house. I studied there and in the spring of 1970 I took the test and to my surprise I passed and became one of the first graduates of the Adult Enrichment Center.

My graduation was one of the happiest and proudest days of my life. This was the climax of a fourteen year struggle to get my high school diploma.

As valedictorian I felt the joy and pride of great triumph. I told those gathered that getting the G.E.D. diploma was a beginning to a better life. It would open doors for us, the doors of ahigher education, the doors of better employment, and the doors of community service.

After receiving my G.E.D. diploma, I helped organize the G.E.D. Alumni Association. I served as President during the founding years. Through this activity, I was appointed to the State Advisory Council on Vocational Education by Governor Milton Shapp. I would never have had these opportunities, if it wasn't for the G.E.D. diploma." (pages 21-23)
SUCCESS STORIES FROM 13th MIDWINTER CONFERENCE FOR ADULT EDUCATION 1978. Pennsylvania Department of education, P.O. Box 911, Harrisburg, Pa. 17126)

SALLY KUSUPLOS was seventeen when she met Spiros Kusuplos, then thirty-six. He was running a restaurant in Lancaster, where he was born,but he went to Athens on a special mission - "to marry a blond Greek girl." There was a chaperoned Old World courtship. They were married ten days after they met. He returned to Lancaster and she followed him later, arriving in 1957. She studied English in phrase books and do-it-yourself manuals and helped her husband with his business, which grew to include an interest in a local

resort. In 1976 she enrolled in the adult education center in Lancaster. In nine months study she progressed from a fifth grade level to high school level and passed her GED examination,

"Mrs. Kusuplos is a leader in the Greek community. She teaches Greek, Sunday School, and serves as President of the Women's Auxiliary of the Blind Association of Lancaster. Sally was proud to take part in the formal graduation ceremony that is conducted for GED graduates in Lancaster. She welcomes publicity which encourages adult learning. She is now a Junior at Millersville State College with a major in Special Education. She wants to teach the blind after graduation from college. Sally's pride in her GED graduation is not unusual in Lancaster. Each successful GED class (the graduates get regular diplomas) is graduated with as much pomp and ceremony as in a regular high school. Learning to read and write is a matter of pride, not of shame, in Lancaster. It is there that the first GED Alumni Association was organized by Mrs. Laura Whitted." (pages 12-13, NACAE, SUCCESS STORIES OF ADULT LEARNING IN AMERICA.)

BILL SAYLOR, Master of Ceremonies of WGAL-TV Program DIALOGUE asked Laura Whitted if it was worth it all to get a high school diploma. Laura replied, "Absolutely. The diploma gives you an opportunity to move up. It opens many doors. If you want to go to college, you can go to college. You can enter job training and develop a career. If you want to get into a trade or a profession, or become a secretary, you can achieve any goal within your ability and your resources." Laura said she found it both hard and easy going back to school. The easy part is knowing who you are. You get a lot of emotional support from your family. The hard part is making up what you missed.

Saylor couldn't believe that Sally had progressed from a fifth grade reading level to graduate from high school in nine months time. Sally assured him that it took a lot of hard work. "Where there is a will, there is a way," she said. When Saylor still protested, she stated that his problem was that he didn't understand the nature of a learning center where they teach you individually, so that you can progress as fast as you can learn. "You don't have to wait for somebody else to catch up. Besides, they have all the materials you need to learn at every level of ability, and as quickly as you complete one level, you can go on to the next level. It wasn't easy because I spent many hours studying. That's how I got to where I am today."

Sally has found that she has had to work just as hard in college. Determination is her secret. She lauded the adult education program because they allowed every student to appreciate their own culture and share a part of their history, geography and tradition. "Since I am Greek, I was more than happy to represent Greece. I even took samples of Greek pastry for them to eat."

Laura told Mr. Saylor that she feels great satisfaction in teaching students how to read. "We use a combination of phonics, rote and language experience stories. We take the child's story and make workbooks out of them which are activity books. They learn their stories and can read much better."

The most important thing that characterized adult education for them was the caring attitude of the staff. "They not only teach you, they take a personal interest in you by really caring whether you learn or not," Sally concluded the interview. Mr. Saylor said, "That's the implication I got from you when you were talking before the program. You were talking about the dedication of the people who were teaching. They were not just there because it's a job. They are unbelievably dedicated to the work they are doing."

A video-tape of the program DIALOGUE on which this chapter is based from WGAL-TIV (Channel 8) with Bill Saylor is available from the NATIONAL MULTI-MEDIA CENTER, Montclair State College, Upper Montclair, New Jersey and from ADVANCE, Millersville State College, Millersville, Pa. 17551 It includes a movie of Sally's graduation.

Black and Spanish Graduates both feel pride in their achievements through ABE.

Puerto Rican, Immigrant and US born citizens equally share the benefits of ABE, ESL, and GED programs.

THE HOW AND THE WHY OF AN ABE/GED ALUMNI ASSOCIATION

During my four years of travel with the National Advisory Council on Adult Education observing adult education in many places, I was amazed that there are very few adult education directors who have seen the importance of organizing ABE/GED Alumni Associations.

Few local newspapers carry articles like this one:

THE SUNDAY NEWS, OCTOBER 9, 1977— 33

Horn Re-elected By GED Group

Tanya Horn, Conestoga R1, was recently re-elected president of the General Equivalency Diploma Alumni Association.

Other officers are Bettie Cunningham, Lancaster, vice president; Francis J. Fischer, Lancaster, treasurer, and Susan Huber, Columbia, secretary.

Tanya Horn

The next meeting of the group will be held Nov. 2 at 8 p.m. at the Adult Enrichment Center, (Reigert School), Strawberry Street, Lancaster. All GED graduates are invited.

The Elementary and Secondary Education Act (ESEA) is coming up for renewal. The legislation contains the Adult Education Act.

The GED group feels it is imperative that this act be continued if adult education programs are to go on in Pennsylvania.

Public hearings will be held in Philadehia Oct. 25.

Yet federally funded adult education program directors get nervous every five years when the Adult Education Act expires. The United States Office of Education's Division of Adult Education often says that they have no advocates out in the field who can make their presence felt on Capitol Hill. This is an amusing and obvious oversight. When half a million adults are passing the G.E.D. every year, and many more are getting a basic education or learning how to speak English, someone is overlooking the potential of

organizing these graduates and giving them a vehicle for making their voices heard.

In Miami, an attempt was made to get a resolution before NAPCAE encouraging adult education administrators to promote ABE/GED alumni associations in their local communities. The thought was so new and startling it was too hot to handle, so the motion was turned down.

I want to deal with the reasons why adult education administrators ought to organize their graduates into alumni associations.

**An Alumni Association gives adult education graduates a vehicle by which to express their needs. Many GED graduates do not find more open doors after they have a GED diploma. There is a feeling of anger and frustration, as well as disappointment. Graduates have an opportunity to meet together, discuss their common needs and do something toward the resolution of those needs through alumni associations. It gives them a chance to add to their pride and sense of achievement.

There are many good things these graduates have been able to do. They have been able to establish the value of the GED diploma. In Lancaster, Pennsylvania graduates were able to get the School District of Lancaster to give the regular school district diploma to all who pass the GED examination. They have improved their opportunities for entering college, and have secured recognition of the diploma by industry for purposes of promotion. With the advent of nationwide publicity given adults lacking coping skills and functional literacy, the GED diploma has been gaining stature because those who pass it have proven ability in mathematics, reading, and writing.

**An Alumni Association enhances the self image and satisfaction of graduates. One of the mechanisms for starting an alumni association is to have graduates plan their own graduation activity-whether a dinner, a dance, or a musical program. An adult planned and operated graduation even proves to be a highly colorful cultural event because each group is given an opportunity to dramatize those elements of their culture that are the most interesting and desirable. This adult-oriented event is always much more interesting than the traditionally planned functions of school administrators that lack imagination and interest.

Graduation events are a natural chance for students to tell their own story. And these stories are given publicity through the media; television and newspapers cover the event. Stories of adults overcoming great obstacles in order to get an education reaffirm the importance of an education and so help create a climate where youth can see the importance of an education, as they see their parents'efforts to improve their status in life.

Graduates are proud of their awards and certificates given at graduation events.

**Adult graduates are able to obtain comprehensive career counseling. The formation of Educational Information Centers (EIC), which offer information, guidance counseling, and referral services has arrived a decade too late. Many GED Alumni Associations already have done this by means of older graduates giving newer graduates information on their successes and failures experienced in getting training, associate degrees, college, or promotions after completing a high school education. If the above federally funded Education Information Centers are to be successful, they need to establish ties with local GED graduates.

Our experience in Lancaster has shown that alumni associations have become self-help organizations, providing the type of counseling that earlier graduates didn't have. Alumni meetings often become group counseling sessions,

allowing new graduates to relate their experiences to academic learning. Graduates have been able to help each other in career planning. Adults quickly learn how to develop their own personal assets and resources for success in obtaining employment, training, or college. This self-help mechanism helps eliminate the feeling of dependence and welfarism associated with so many government sponsored programs. Alumni associations have enabled graduates to do for themselves what the educational structure has not done for them.

Now a word about how such alumni associations can be started. Local directors must give technical assistance to local organizations by providing the officers with the names of graduates. The school district can help by paying postage and making mailings for the association. Secretarial help can be provided for typing and mimeographing letters. Districts can help further by using a computerized mailing list that prints labels for mailings and updates the list of graduates monthly.

It must, however, be said that such associations must exist to help people. Lancaster had the good fortune of having in its first graduation class a person who was committed to paving an easier path for future graduates. She worked hard to get the GED examination recognized so that graduates would get a district high school diploma. Although in her case the policy could not be retroactive, she at least had the satisfaction of knowing that others had been helped by her efforts.

The association uses annual goal setting techniques, which are reviewed at the end of the year. This has allowed the association to vary its direction each year according to the needs of the graduates.

The best medium by which to get an alumni association started is to establish an adult planned graduation event. This gala graduation event brings the graduates together at a point of common interest - recognition of their achievements. As this event grows in size and importance, the alumni association also grows in its resources and ability, gradually becoming independent of the adult education director who started it. The larger the membership, the quicker the association becomes independent and assumes full responsibility for fund-raising, scholarships, and planning. But local directors must take that first step by helping to establish an initial event and provide media contacts with the press, television, and periodicals.

One important step needs to be taken by state and national adult education associations - that is to plan, invite and develop a program for local ABE/GED graduates wherever and whenever a state or national organization meets. Graduates don't have the money to attend such meetings out-of-state or even within the state if a lot of travel is involved, but they could attend and benefit from such meetings when they are held in their home city or nearby area.

It is my hope that state and national conference planners will extend the hand of fellowship to GED graduates living in their own areas.

In Pennsylvania, the following six ABE directors felt graduates were the best means of recruiting new students:

Martin Walsh, 65 Center Street, Pittston, PA 18640 (717) 654-1351
Charles Van Horn, Tunkhannock Area ABE/GED Program, Franklin Avenue, Tunkhannock, PA (717) 836-3111, Ext. 266
John D. Dittmar, State College Area School District, 131 W. Nittany Avenue, State College, PA 16811 (814) 237-6201
Thomas S. Wehrli, Connelley Skill Learning Center, 1501 Bedford Ave., Pittsburgh, PA 15219 (412) 566-2000
Margaret Claypool, Armstrong School District ABE/GED, Manorville, PA 16238 (412) 763-7191
Gerald L. Valerri, Altoona Area Community Learning Center, Eventide and Lowell Avenues, Altoona, PA 16601 (814) 944-8101, Ext. 341

On a national level Sister Cecilia Linenbrink sent copies of four letters from graduates of the Adult Education Tutorial Program she operates in Denver, Colorado to illustrate her support of the idea that graduates are a good source of new students.

"I set a goal to get my high school diploma, then I set out to achieve my goal. I took the GED test but did not pass. I started attending school at Good Shephard Lutheran Church. After attending school for nine months, I retook the test and passed. I am now a high school graduate. I am very thankful for all the help that I received from your school and your tutors. Your school and your tutors have helped me to reach my goal. My education will not stop here. I will continue my education. More doors have opened up to me Thank you for all your help.

Sincerely,

AL KNIGHT

"At age of 46 and headed nowhere, I discovered St. Elizabeth's preparation program for those in need of a high school diploma. It was the turning point in my life. Job requirements, invariably specified as a starting point, the need for a high school diploma. As a result of attending St. Elizabeth's tutorial program, I succeeded in acquiring my diploma in a very short time due to the dedication shown by the entire staff. Fast learners, slow learners are given whatever time needed to make certain that the subject matter is thoroughly understood.

"In my particular case, I think the greatest thing St. Elizabeth does for those participating, is the instilling in its students the desire to con-

tinue one's education at a higher level after receiving the high school diploma.

At this writing, I am Assistant to the Production Manager of I.B.C. (Butternut Bread). I attribute my success in major part to St. Elizabeth's teaching staff. Thanks again!

Louis Buggs

"Dear Sister Cecilia:

It was most gratifying feeling to have passed the GED test.

My thanks to the program and the people responsible for it, including the counselor and tutors who always encourage me when I felt I couldn't understand the subject.

I know that without this help, I would have had a hard time accomplishing this part of my education.

I will continue to study.

My sincere appreciation,

Julian Fernandez

"I started in E.S.L. about four years ago. At that time I didn't know any English at all; but after three years, I got into the G.E.D. classes and passed the test a few weeks ago.

All this program has been good for me, not only for what I have learned from it, but also for the opportunity of meeting very nice people, and the feeling of having been able to do something that I like very much.

I am so grateful to all those persons, who have been helping me in my process of learning. And I thank all of them for their understanding and patience.

I also thank the babysitters, they made all this possible too, by taking care of my children.

I'll continue attending classes because even though I have passed the G.E.D., there are still a lot of things to learn and each tutor has something new to teach.

I love this program in general for all that it has done for me, and personally think it is a great program.

Marta Vasquez

The following letters were written by graduates of the Lancaster, Pa. program.

"I want to thank all the Adult Enrichment Center's Staff for all the help they were able to give me. I thank you all from the bottom of my heart. May God bless you all and bring much success in all you do."

Sincerely,

Maria Munoz

"I want to thank you and your fine staff for all that has been done for me at the Center. The encouragement that was given me and the kindness that was shown by all of you will never be forgotten. The home-like and friendly atmosphere made coming to the center most enjoyable and I will always treasure the friendships I have made there.

May God continue to bless your work.

Gratefully yours,

Paul H. Heisey

"I am Dorothy Turner. I am going to practice typing at typing school. I just received my high school diploma. I hope to be a secretary when I am finished with my training. I hope a lot of people will find out about the Adult Center. It is there to help people better themselves. It really will benfit me in lots of ways. I feel like I'm on cloud no. 9. It seems too good to be true that after all these years I finally have my diploma and a nice husband and family to go with everything. It is just so complete for me. My husband was always there when I needed him. I also want to mention the teachers. Mrs. Carter was always there when I needed help with any work I had to do. The school makes you feel at home. All the faculty are really swell. They gave us a lot of support that helped me want to learn more. I'm not perfect. I have made a lot of mistakes in my life. But I hope to try harder in improving myself in everything I possibly can. Thanks to the Adult Center for all the help I had.

Mrs. Dorothy Turner.

At a national level, four state directors referred me to exemplary programs for information about recruitment using graduates. Of those contacted the following considered graduates to be the best source of new students. They were:

Jerry Parent (Old Dominion University, Norfolk, Virginia) believes that graduates, newspaper success stories and special events such as open

house are the best means of attracting new students.

Harvey Wilson (Leon County Adult Education, 2757 W. Pensacola Street, Tallahassee, Florida 32309 (904) 576-8111)believes a combination of paid recruiters and students or graduates of the program would be the most effective as recruiters. This method is probably the least used because of the expense involved.

Burleet Hampton (Adult Learning Center, 14th and Scott Street, Little Rock, Arkansas)and Simon O. Roberts (Black Hawk College, 6600 34th Avenue Moline, Illinois 61265,(309) 796-1311 Ext. 379)support the idea that graduates are the best source of new students.

Dave Brown, a supervisor of the School District of Philadelphia's Adult Education Division says that "many prospective students who considered completing their education actually took the first step toward returning to school after seeing or hearing first hand testimonials of what an ABE program is from graduates and students." He also indicated that students and graduates, as well as teachers and other ABE professionals are able to appear on TV and radio talk shows."

Much needs to be done to establish graduation programs across the country to give graduates the opportunity to speak out on the value of the program. More studies need to be made of the benefits of adult education to both graduates and the community. Here in Pennsylvania A STUDY TO DETERMINE THE IMPACT AND EFFECTIVENESS OF ABE/GED PROGRAMS AS PERCEIVED BY GRADUATES OF THE PROGRAM was carried out by the Bureau of Research and Related Services of West Chester State College, West Chester, Pennsylvania 18380. This study completed June 30, 1977 and submitted to the Department of Education at Harrisburg, was prepared by Martin J. Higgins and Ernest L. Peters.

The objectives of the study was to inquire to what extent has completion of ABE/GED requirement improved the following:

a. ability to function in the job setting.
b. job mobility
c. job seeking skills
d. self-esteem
e. attitude toward work
f. career awareness
g. motivation to work
h. job performance

Graduates were surveyed to answer these questions and determine (1) their attitudes toward the ABE/GED program, (2) how much they were satisfied with the teaching methods employed in ABE/GED classes, (3) what relationships exist between and among various demographic characteristics and perceived impact and effectiveness of the program on graduates. (page 2 WEST CHESTER REPORT) The study was carried out by telephone surveys in three regions of the State. ABE/GED students who had passed the GED examination within

the past two years were contacted. A total of 300 telephone contacts were made, a 1 per cent sampling of Pennsylvania's 30,000 adult basic education students. 100 people were contacted from each region.

An analysis of the 300 contacts reveals that 7? per cent were female, of which 138 were heads of households, or 46.6 per cent. Half of them were married (54.7%), 121 were employed full-time, and 81 were housewives. (West Chester Report, page 6)

The reasons for wanting the GED were varied, but personal satisfaction was the modal response (106 relies out of 300) with employment (87 out of 300) and admission to school (80 out of 300) representing the other two largest categories.

The typical GED graduate was under 35, a female, not the head of a household, married, a full-time worker, and was taking the GED for personal satisfaction. (West Chester Report, page 6)

When asked if they were satisfied with the instruction they received in their ABE/GED program, the responses were as follows:

210	Very satisfied
68	Satisfied
7	Neither satisfied or dissatisfied
1	Very dissatisfied
6	No response

When asked if they had improved their knowledge of the subject studied:

201	Quite a bit
67	A little
17	Not at all
9	No response

When asked if the tax money used to provide Adult Basic Education/GED programs was a wise investment:

290	Yes
3	No
17	No response

When asked if the time and effort was worth it from a social point of view:

195	Yes
87	No
14	No response

Out of 300 replies, when asked had they enrolled in a program of additional training since completing the GED:

79	Yes
217	No

When asked if the GED made them qualified for a job in which they were interested:

82	Yes
158	No
56	Not interested in working

Reasons for wanting the GED were broken down as follows:

106	Personal satisfaction
87	Employment
80	Admission to school
8	Employment and admission to school
7	Promotion
3	Admission to the armed forces
1	A state license

(West Chester Report, page 8)

Most of the comments were favorable about the kind of instruction they received while in the ABE/GED program:

> They treat us like adults and don't talk down to us.
> They work with us individually.
> They allow us to work at our own pace.
> They are friendly and supportive.
> They have a lot of patience. (West Chester Report, page 12)

I would have to say that the principal element contributing to the enthusiasm graduates and students feel about the ABE program is the ABE teacher himself. Students who like their teachers are much more likely to recruit new students.

Here is a profile of an effective adult teacher (Philosophy of Adult Education, School District of Lancaster):

Adult teachers represent the best in the teaching profession. They know they are dealing with adults who will walk out if their educational needs are not being met, since attendance is completely voluntary. The teachers are able to quickly identify the personal emotional problems and needs of their students. They use tact in correcting errors positively and use such opportunities for clarifying the learning process and reinforcing the good things their students are doing. They know how to build on small successes and build the confidence and aspirations of their students. They listen to student viewpoints and know that their friendliness and empathy are more important than their own opinions on a subject.

Teachers go out of their way to be pleasant, helping students individually and guarding their confidence. They know adults are sensitive about their lack of an education. They know that they must be supportive of their students and help them resolve problems that interfer with learning. They treat the student as an individual and learn to know each as a person.

Adult teachers know how to help students set and achieve educational objectives and give them confidence to proceed with assurance. They anticipate answers and give clear instructions and directions. They monitor student responses and progress and give the learner a feeling of accomplishment. They know how to prepare the materials that will enhance instruction if the right books or materials are not available.

By putting students at ease, teachers create a learning climate that makes it easy to concentrate. They make the student feel needed and loved. The teachers accept new tasks readily and will do all that needs to be done to assure the adult learner success on returning to school. They believe that good feelings about school will overcome fears generated by past failures.

Teachers of adults know how to organize their ideas and set priorities according to the needs of the student. They feel pleasure when adults achieve and suffer with them when they fail. They are patient and kind and have learned to humanize the learning process. (Philosophy of Adult Education, School District of Lancaster)

Development Associates has a three year contract with the Division of Adult Education to do an assessment of Adult Education. Appendix II includes a copy of the form used to interview graduates, former and present students of the program. This form was field tested at the Adult Enrichment Center in Lancaster, and this writer had an opportunity to review its composition with other members of the Committee on Adult Education. I recommend that ABE directors use it as a valuable way of documenting the benefits of adult basic education to their own community and to the nation, but - most important of all - to the participants themselves.

A video-tape of a typical adult student graduation planned by students is available from Millersville State College and Montclair State College.

Chapter Three

TELEVISION SPOTS AND TALK SHOWS

The Portsmouth, Virginia Study on Recruitment and a survey of Pennsylvania's ABE directors rates television as being the second most effective method of recruiting adult students. The following ABE Directors in Penna. rate television as the best method of recruitment:

Michael Grafius, State Correctional Institution Learning Center, Muncy, PA 17737 (717) 546-3171, Ext. 293

Steve Naugle, Intermediate Unit #16, Lewisbury, PA 17337 (717) 524-4431

Jerry D. Hubert, ABE Director, 37 East High Street, Carlisle, PA

Larry Georgetti, State Correctional Institution, Dallas, PA 18612

Danny Walutes, 106 Searle Street, Pittston, PA (717) 655-3079

Jack Lingenfelter, Highland School District, Brackenridge, PA 15014 (412) 224-1045

Michael E. Doldo, Bristol Township School District, Fairless Hills, PA 19030

Dr. F.G. Bordenick, Connelly Skill Center, 1501 Bedford Ave., Pittsburgh, PA 15219 (412) 566-2000

Dr. Susan S. Schuelhler is such a firm believer in TV advertising that she has prepared spots which she has distributed at local TV and radio stations. She contacted ABE directors in areas the spots were used to provide personnel to answer the telephone where a phone number was listed as a tag on the spot. The following is the text of her proposal.

"How do you reach people who cannot read the English language? How do you reach these people to acquaint them with the educational opportunities available in their areas when they are unable to read?

Ninety-five per cent of our citizens use the television media as their major source of news. Because the television media utilizes sound and graphic as well as the written word, it is the natural channel for reaching citizens in need of adult basic education.

In the state of Pennsylvania, there are over 4,014,000 households with at least one television set. With the availability of low-cost television sets, a large proportion of these households contain displaced homemakers, unemployed workers, shift workers, immigrants, school drop-outs, and other educationally disadvantaged persons. This is the population that watches television as a main source of entertainment due to a lack of reading skills, availability of the television sets, and the low cost of entertainment. This population frequently watches late movies when public

spot announcements are generally aired.

Developing professional-looking announcements for television stations can be costly, in fact prohibitive, for any individual adult education program. The development of spot announcements requires special equipment and expertise that is not readily available in most school districts." (Dr. Susan S. Schuehler, Dean of Continuing Studies, Moravian College)

Dr. Schuehler's project provided professionally designed public spot announcements on adult basic education for the entire state of Pennsylvania. They were designed with local tags to pinpoint the contact within the broadcasting area. Copies of the spot announcements were sent to all licensed UHF and VHF television stations in the state of Pennsylvania. The spots were also designed with self-sustaining audio which can be used on radio stations.

State Director Bob Walden, Coordinator of Adult Education for the Department of Education of the State of Alabama has provided AdvancE of Millersville State College, and the Multi-media Center of Montclair State College with copies of a spot prepared by Alabama entitled, YOU HAVE TO READ TO RISE. This spot is an powerful, high impact 30 second spot and contains the following audio text:

"What are some of the things you can't do if you can't read or write?
You can't read a classified job advertisement.
You can't fill out a job application.
You can't get a driver's license, you can't read the Bible or read your child's first report card."

"What can you do if you can't read or write? You can learn.
Phone 800-392-8086 Toll Free for more information, because
You've got to read and write to rise."
(645-650 on VTR counter available from Advance, Millersville State College and Multi-media Center, Montclair State College)

John H. White, Adult Education Coordinator for Monroe Baldwin and Escambia Counties writes, "I have found my greatest success with TV spots. In this respect, I would recommend a similar public service announcement be used on a national basis. An agressive program of this nature would make adult education a household word in America. The end result would be more awareness of our national problem of illiteracy and inform adults of the educational opportunities that await them." Mr. White indicated that Mr. George Linsey (Goober on Hee Haw) has done a 60 second public service announcement on adult education in Alabama, and that it will be used by all of the 18 television stations around Alabama.

Other national ABE Directors who favor using TV spots as the number one means of recruitment were:

Billy Watson, Rusk Independent School District, P.O. Box 474 Rusk, Texas 75785 (214) 683-5623

Sonia Gutierrez, Principal, Gordon Adult Education Center 35th and T Streets, N.W., Washington, D.C. 20007 (212) 282-0140

HOW TO PREPARE YOUR OWN TELEVISION SPOTS

If you believe that TV spots are the way to reach the least educated adult, the best way to accomplish it is not to wait on the Department of Education to sponsor a National Adult Education TV Spot, or expect NACAE and the Advertising Council of America to distribute one to the networks, but to go to your own television station and ask them to make one for you. We did this in Lancaster when we started out adult education program (1970). WGAL-TV -- (Channel 8) made two spots, one in English and one in Spanish. When our program moved to a new location with larger facilities, the station sent the producer and the camera crews to the new site to make new spots. Our local station is very committed to serving the minority communities of the area, black, hispanic and Vietnamese, and was more than happy to provide the staff to assure a quality production. Since a majority of persons seeking adult education opportunities are women, this provision of free TV advertising is an effort to provide equal opportunity to women, in the media.

First you need to write the script for the spot. The TV has special paper for you to write the audio portion of the spot on and then review with the producer the contents of the video portion of the spot. He will in most cases visit your school and discuss with you the various angles and shots that will make the film most effective in drawing attention of the viewers to the good reasons for attending your school.

Then the producer sets a date. You will then rush to get students to sign permission slips. In the process of talking with your students you will find some who will definitely not want to be filmed, or appear on television. Respect their wishes and don't try to talk them into participating. Tell them they can watch the crew making the film. There will be plenty of students who are more than happy to be "actors" for your spot. Schedule a faculty meeting to find out which faculty and staff members are willing to participate. Not all of them will be interested either. You might find that your secretary or an aide is desirous of starring in your spot. Give them a chance, it will improve it. If non-English speaking students are appearing in the spots, have the permission slips translated into their languages to be sure that they understand what is going on and in this way protect the station against legal suits.

On the date set for filming, be sure that all your volunteers are present. Give them a brief orientation on what they can expect. Show them the script you have prepared and discuss with them the scenes in which they will appear. Give them directions as to any specific activities they are to perform while being filmed. Then the producer arrives with the cameraman and you are ready for filming. The key to the whole venture is the script and the video plan you have already reviewed with the producer.

In television, the story board plots the game plan. It's on your screen for only 30 seconds. The sponsor has only that brief half minute to get his commercial message across to you, the television viewer.

Although the average television watcher frequently bemoans the number of commercials, they can cause the viewer to display a wide range of emotions. We can chuckle, when they're good, or become enraged when they offend. No sponsor minds the emotions; they prove that we are watching. It is apathy sponsors fear most.

Little do most of us realize the time and energy, not to mention the money, that goes into producing one of these 15,30 or 60 second attention getters. But for a glimpse into the world of the TV commercial, as it is produced on the local level, consider the work behind the production of two Adult Enrichment spots which are aired on WGAL-TV. You can find these spots by using the VTR counter. 0-30 will allow you to view the Spanish spot on Learning English As Second Language. (See pages 32-35 for text of audio portion of spot). 40-60 will allow you to see English spot on Adult Basic Education Learning Opportunities. (See pages 36-39 for text to audio portion of English spot).

Adult education can be very competitive. In the Lancaster area, the Intermediate Unit, high schools and colleges also compete for students. So your spots have to have striking appeal - appeal to the group that you are trying to reach.

Television stations are licensed by the Federal Communications Commission, and their licenses are carefully reviewed for their public service contributions. Since women's rights is a heavy issue, and adult education has as its target population women who have been deprived the right of an education, your appeal for a television commercial will be given thoughtful consideration.

The preparation of television spots is not like live broadcasting. The cameraman can retake shots, and in fact will shoot enough footage so that back at the studio the producer can select the best shots and splice them together so that it looks to you like a single production. The sound track is done at the studio as well and the producer blends all three together so that you have an exciting, usable television commercial.

WGAL-TV 8
LANCASTER, PA. 17404
Ph. 393-5851
TELESPOT

ADVERTISER
ACCT. EXEC.
PRODUCT
LGTH. & NUMBER

Copies of this video-spot are available from AdvancE, Millersville State College and the Multi-media Center Montclair State College.

VIDEO	AUDIO
1. Narrator walks into ESL classroom	YO SOY RAMON ARROYO
2 ESL classroom teacher with students	TENGO MI PROPIO NEGOCIO
3 Teacher turns and greets narrator	SI USTED DESEA MEJORAR
4 Teacher and narrator talk	SU SITUACION ECONOMICA DEBE APRENDER INGLES.
5 View of student group studying	EL CENTRO DE ENSENANZA PARA ADULTOS OFRECE CLASES
6 View of teacher teaching	DE INGLES DIA Y NOCHE DE LUNES A VIERNES.

WGAL-TV 8
LANCASTER, PA. 17404
Ph. 393-5851
TELESPOT

ADVERTISER
ACCT. EXEC.
PRODUCT
LGTH. & NUMBER

VIDEO	AUDIO
7 Individual students reciting	ELLOS TIENEN MUY BUENOS MAESTROS BILINGUES PARA ENSENARLE A USTED.
8 Teacher with accordian	TAMBIEN USAN LA MUSICA Y EL DRAMA PARA DARLE PRACTICA.
9 Close up of students singing	GENTE HAN VENIDO DE 60 NACIONES
10 Map of world	A [illegible]R INGLES.
11 Narrator with map of world	HAY CLAES DE COMO OBTENER EL PERMISO
12 Aide with student and tape recorder	Y SACAR LICENCIA PARA CONDUCIR AUTOS.

WGAL-TV 8
LANCASTER, PA. 17404
Ph. 393-5851
TELESPOT

ADVERTISER
ACCT. EXEC.
PRODUCT
LGTH. & NUMBER

VIDEO	AUDIO
13 Student studying independently	MAS DE 50 HISPANOS HAN TOMADO
14 Closeup of student	EL EXAMEN DE DIPLOMA DEL 4 ANO.
15 Secretary walks in and distributes books	POR ESO ES ACONSEJABLE QUE SI USTED DESEA CAMBIAR SU FUTURO, DEBE
16 Student group doing oral drills	INTERESARSE EN APRENDER INGLES.
17 Students leaving the building	THE PLACE THAT WILL GUARANTEE YOU A BRIGHTER FUTURE
18 Parking lot scene	AND ALLOW YOU TO GET A BETTER JOB BY LEARNING TO READ AND WRITE ENGLISH

WGAL-TV 8
LANCASTER, PA. 17404
Ph. 393-5851
TELESPOT

ADVERTISER
ACCT. EXEC.
PRODUCT
LGTH. & NUMBER

VIDEO	AUDIO
19 Entrance from distance	OR GET A HIGH SCHOOL DIPLOMA IS THE LANCASTER SCHOOL DISTRICT'S ADULT ENRICHMENT CENTER
20 Pan of Spanish language sign	LOCATED AT THE REIGART SCHOOL STRAWBERRY AND CHESTER STREETS IN LANCASTER
	A ONE PAGE SUMMARY OF THE TEXT AND PICTURES OF THE ENGLISH ABE SPOT PREPARED BY WGAL-TV FOLLOWS ON PAGE 39.

WGAL TV 8

TELESPOT PRESENTATION

VIDEO	AUDIO
CU-A.E.C. sign Pan/Zoom to school entrance	ANNCR: The Adult Enrichment Center is the modern version of the "little red school house",
Classroom: Students studying	providing multiple educational services to the people of Lancaster County, for a brighter future. At your own rate of speed, you can achieve a high school education in
Classroom: Instructor & students learning to write :30 sec. statement by Earl Ridley.	reading, writing and arithmetic -- in either English or Spanish; Citizenship and English as a second language are offered also -- "Hello. I am Earl Ridley, to tell you about 'No Hassle U'. I'm a counselor at the Adult Enrichment Center. Students coming here find that learning is no hassle. No one studies under pressure here. Each student starts at his own level and progresses at his own rate of speed. Meet Harold Clare, Edward Snyder and Emory Walton, recent Adult Center graduates who received McCaskey High School diplomas. If you want a High School diploma, the Adult Enrichment Center is the place to get it."
MS-people entering A.E.C.	ANNCR: The Adult Enrichment Center door is open day and evening -- at its new location --
Diss. to CU-sign Diss. to slide #____ on file.	the Reigart School, East Strawberry and Chester Streets, Lancaster.

RADIO ADS AND TALK SHOWS

Radio stations provide public service announcements for non-profit organizations. Some stations also match commercial spots with an equal number of free spots. Mr. Chinh Ba Nguyen of Millersville State College notified all ABE personnel in Pennsylvania dealing with Vietnamese refugees that radio station WLAN had agreed to carry any announcements that would directly affect the Vietnamese population. Such announcements would be carried in English and Vietnamese. If program directors had any information on English as a Second Language schedules, vocational programs, community meetings or employment opportunities that needed to be aired, we were to contact him.

It would appear that radio stations are more willing to advertise free basic education opportunities than directors are to make use of them. Steve Naugle, ABE Coordinator for Central Susquehanna Intermediate Unit writes that "advertising on both radio and through newspapers have proven most effective for our program." He sent examples of two spots he uses:

"Are you an adult interested in earning your high school diploma or gaining skills that could help you get a better, higher paying job, or improving your reading or math skills?

The Central Susquehanna Intermediate Unit's Adult Basic Education classes can help you. Free evening and daytime classes now are being conducted in area schools.

If you are interested in attending, or just asking about adult education classes, call the adult education office at the Intermediate Unit in Lewisburg, Pa. (717) 524-4431"

These spots are aired every three months, four times a year as Public Service spots by eight radio stations in the area. Steve Naugle reports that about 5% of their enrollment responds as a result of radio advertising.

Steve also makes use of two-way radio talk shows to advertise his program. He appears with two students on a one hour program featuring Keith Tucker on WKKOK, Sunbury, Pa. from 10-11 a.m. He takes students around to different industries to give pep talks encouraging employees to participate in ABE classes. Graduates of his program have traveled to other adult education sites, at their own expense, to meet with students and share their stories and experiences preparing for the GED examination. Their participation in radio talk shows helps give the students perspective as to the value of the adult basic education program.

The radio is one aspect of the media that should not go unused by ABE programs. Procedures to follow are quite simple. Check your phone directory to find the list of radio stations in the yellow pages. Then visit the station and get acquainted with the sales manager. Request that your radio spot be put on a tape cartridge, or in the jargon of the industry, "on cart". It is wise to request a specific number of plays for your spot. Time these requests for airing at least three weeks before classes begin running them every four hours. Two weeks before classes begin, intensify to once every two hours, and during the final week play once an hour. If this type of plan cannot be used, ask for more extensive play for a shorter period of time.

Radio is still a very pervasive medium in America. To take best advantage of this opportunity to catch the ear of potential ABE students, ask the advertising representative of the station which listening population their station's programming is directed to reach. Rock stations are oriented to youth, easy listening stations to older people, soul stations to blacks. There are other stations that feature Spanish, German, French and other languages. Spots should be prepared in both English and the native language of the population you are trying to reach:

No pierda la oportunidad de su vida. Aproveche la oportunidad de aprender Ingles o ganar su diploma secundaria, estudiando en la Escuela Reigart. Hay clases dia y noche. La escuela esta abierta para matricularse el Miercoles 5 de Setiembre hasta Viernes el 7. Clases empezaran El Lunes 10 de Setiembre. Para mas informacion llame Al Senor Madeira 291-6262.

Don't miss the opportunity of your life to study for a high school diploma or learn basic skills in reading and writing. Classes are offered day and evenings at the Reigart School. You can register Wednesday September 5th to Friday the 7th. Classes begin on September 10th. For more information call Mr. Madeira 291-6262.

Two thirty second spots are very short and must contain the vital information the person hearing the spot needs in order to take appropriate action.

To assure future cooperation with your local broadcast stations, write letters of commendation after they have aired your announcements. Better yet, award them with an ornate certificate suitable for framing lauding the station for their public service. Most broadcasters keep a file of such material for backup during F.C.C. license renewal time.

Radio Log Sheets are designed to enable announcers to provide local information during the last five seconds of a recorded spot. This is called a tag. The log sheet provided is simply a short script for the disc jockey to read over the end of your spot.

The Appalachian Adult Basic Education Demonstration Center at Morehead State University, Morehead, Kentucky 40351 (606) 784-9229) prepared radio jingles using music. "Radio is a pervasive medium within Appalachia. To take advantage of this direct funnel to the ear of potential ABE students, we have prepared four radio jingles on the 45 r.p.m. record. Side one contains two country and western jingles. The lyrics of the songs are:

"Going thru life without much schooling
Just like trucking a heavy loan.
Can you find yourself awandering
Down along a dusty road.
Well the little key of learning
Gets you jobs and so much more
Going back, going back, going back
Can open the door.

Narration:

"One time schooling wasn't really necessary,
There were more important things
like working the land, doing chores.
But times have changed and so has what's important.
Contact your Adult Basic Education Office Today
and open the door.
Nowdays you've got to have schooling
to get a really good job.
If the door to your future is locked
School is the key.

Chorus:

"Well a little key to learning,
Gets you jobs and so much more.
I'm going back, going back,
Going back can open the door."

Side 2

"My friend don't let the rest of the world pass you buy.
Education is the key.
Why don't you try and come with me,
I'll show you world you've never seen before.
Won't you reach out?
Come on and open up that door.
You've got to get on back to school
And open up that door.
You've got to get on back to school
And open up that door.

(Copies of the tape with music are available from AdvancE, Millersville State College, Millersville, Pa. 17551

Kit Instructions for the use of radio as well as other advertising media are available from The Appalachian Adult Basic Education Demonstration Center, Morehead State University, Morehead, Kentucky 40351 (606) 784-9229.

Dave Brown, a Philadelphia School District Supervisor says that after success stories appear in the press, it is easy to get ABE staff and students on radio talk shows. If you don't listen to or know what talk shows are on in your area, ask your staff or call the stations. Most talk shows are more than happy to have guests. If you are shy, then find out which of your staff, teachers, counselors, or aides would enjoy appearing. Graduates and active students make good impressions on the listening audience as to the nature of Adult Basic Education Programs.

Richard Bert, of Centennial Schools, Trevose, Pa. has tried to convince State ABE Regional Coordinators that the state should have stations such as KYW or some "rock" stations put on spot announcements such as: "Increase your earning power. Do you have a high school diploma? Contact your local school district and enroll in a free class now." He strongly advocates that the State Department of Education allow money from the budget to be designated for advertising so that ads could be placed on radio every semester to get new recruits. The money allowed for postage isn't sufficient to allow this kind of advertising." (Richard Bertz 532 W. Pine Street, Trevose, Pa. 19047 (215) 357-4879.) He also mentioned the valuable use they had of a local FM station located in the school. All he needed to do was ask them to "plug" classes for the Centennial Schools and announce closing of classes in case of snow."

Other ABE Directors enthusiastic about radio spots as an effective means of recruitment are:

Barbara Fenstermacher, ARIN Adult Learning Center, 664 Philadelphia St., Indiana, PA 15701 (412) 463-8578

Ralph Morgan, Schuylkill Intermediate Unit #29, 420 N. Centre St., Pottsville, PA 17901 (717) 622-3350

Stephen Viglione, Eastern Area School District ABE/GED Program, Easton Area High School, Easton, PA 18042 (215) 258-4321

Chapter Four

COMMUNITY DEVELOPMENT ORGANIZATIONS

Educational programs designed to meet the needs of Hispanic citizens, reach a much larger percentage of the target population when those programs are bilingual. Bilingual adult education classes for the Spanish-speaking provide an equal educational opportunity in that academic work toward a high school diploma can be pursued, while at the same time learning to speak, read and write English.

The Adult Enrichment Center operated by the School District of Lancaster started the first Spanish GED program in Pennsylvania in 1971. Within three years, as many Spanish speaking adults were getting high school diplomas as their English speaking neighbors. Lancaster's bilingual adult education program was one of the first truly equal opportunity educational programs in the United States. Fifty Spanish GED graduates in 1975 represented a larger percentage of the 10,000 Hispanic residents of Lancaster, than the fifty-one English speaking graduates that same year out of an English speaking population of 40,000 residents. So then, any ABE/GED director concerned with reaching the least educated, must consider giving priority to providing adults with bilingual adult education in order to reach a larger percentage of the least educated.

When the Adult Enrichment Center opened its doors in Lancaster, in March of 1970, the School District of Lancaster had a population of nearly 5,000 Spanish speaking people (about 10% of the total population). Of this number, 768 were children enrolled in Lancaster's public schools. There was no program of bilingual education then, and English as a Second Language was a new subject for some teachers. English as a Second Language instruction then was under the direction of the Foreign Language Department. Today, the enrollment of Spanish children in Lancaster Public Schools has doubled, with 1,821 children enrolled, out of a Spanish speaking population exceeding 10,000 (20% of the total city population).

The School District of Lancaster wisely placed the Enrollment Center for non-English speaking children in the same building that houses its adult education program. This way every adult registering children in the public schools of Lancaster has an opportunity to see first hand the excellent educational facilities available to them to learn to speak, read and write English. This has given adult education contact with the parents of every non-English speaking family in the city. The provision of bilingual instruction and English as a Second Language in Lancaster has helped create a climate in which the Spanish community is able to assert leadership and to develop additional programs needed to meet the unique needs of the Spanish community. Two early graduates of the Spanish GED program organized the Spanish American Civic Association in 1972. They were Benjamin Perez and Anibal Irrizarry.

WHAT IS A COMMUNITY DEVELOPMENT ORGANIZATION?

A community development organization is one that springs up within a minority community as a self-help effort when the community at large moves too slowly to meet certain needs. The Spanish American Civic Association has grown in size and operation so that it now has 30 employees operating 8 different operations or programs. Many of these staff people are graduates of the Spanish GED, ESL or ABE programs of the Adult Enrichment Center. In this way both organizations, the Adult Enrichment Center and the Spanish American Civic Association have benefited each other. For example SACA offers transportation services to the Adult Center by running a van through the Spanish community to pick up students. We in turn have offered ESL classes at the Spanish American Civic Association and are currently operating ABE, ESL and GED classes at the Community Skills Development Center which they founded and operate. The first year we cooperated with SACA in providing the ABE/ESL/GED components of the Skills Center Training Program our enrollment doubled from 1,000 adults served yearly in Lancaster to 2,000. Such is the impact of cooperation with community developm nt anizations.

Now l us take a closer look at the Spanish American Civic Association. The source of information for this article is Wilfredo Seda, Director of Services for SACA. He began at SACA December 1974. He along with Carlos Graupera has made SACA what it is today.

1. COMMUNITY DEVELOPMENT ORGANIZATIONS AS INFORMATION AND REFERRAL SERVICE.

The Spanish American Civic Association started originally as an Information and Referral Service for Spanish-speaking people. This service was started in 1974 with employment of bilingual staff who were able to help Spanish-speaking people with limited English speaking ability know what services were available for them in the area. Initally interpreter services were provided. SACA staff would accompany persons needing services to Department of Public Assistance, Bureau of Employment Services, hospitals, banks, doctors, personnel offices of employers in the area and translate for them. As the influx of adults needing such help increased SACA saw the need for providing transportation as an economy of time for their staff and as a service to get the people to the agencies from which they were seeking services. Today SACA has a total of 2 vans and transportation is an important service it renders to its clients. But through the years as more and more bilingual persons (many are former ESL students of the Adult Enrichment Center) have gotten employment in banks, city and county government, state offices, DPA, the employment office, and the city schools, the need for persons to interpret has diminished. There was also an increase in the number of Americans working in these agencies who wanted to learn Spanish and be able to serve their Spanish-speaking clients.

An early need of those wanting services was transportation since many of Lancaster County's services are spread all over the county. For example the Principal Social Service Buidling at Janet Avenue is in Manheim Township, too far a distance for any person from the minority community to walk.

One service provided by these was was to take people residing in the southeast area of the city to the Adult Enrichment Center where they could learn English as a Second Language, get a basic education, or study for the GED in Spanish or English.

Now information and referral deals mostly with emergency needs in housing, food, and transportation. It is a maintenance effort helping people keep their heads above water until permanent solutions can be arranged.

Wilfredo Seda, Director of Services says that "SACA interprets progress and development by positive change affecting great numbers of individuals in the community. Many minority communities only address themselves to maintenance and social service programs. These turn out to be only a maintenance effort, and don't provide long range solutions. SACA's major contribution has been to address fundamental needs of the community."

The way SACA carries out this philosophy of positive change is through the different programs we have initiated: employment, job training, health, senior citizens centers, housing, economic development, and cultural enrichment.

2. EMPLOYMENT SERVICES

It became evident in the early stages of providing information and referral that one of the greatest needs of people seeking SACA's help were jobs. So in the fall of 1975 the Spanish American Civic Association started an Employment Services program to help Hispanics in the area find employment or training for employment. For this service they employed Casilda Gutierrez, a recent graduate of the Adult Enrichment Center's Spanish GED program. (Class of March 1975.

The Employment Program has as its basic function helping individuals to find jobs, or find training. There are many in our community, Seda says, who are working on jobs below their potential, so we are interested in seeing them find jobs that make use of the skills they have.

When we started there was a good reception toward our employment division. Our approach was that we have something to offer. We have individuals who want to work and are good workers. We had persons who were interested in learning news skills, who were good employees. So we felt we could help reduce their attrition rates and employee turn over. SACA has had a good track record in getting people to stay on the job, and these placements have proven our program.

Before the employment program started most Hispanics worked in foundries and the hotel-motel industry. But now that has been changed. People we have placed have gotten promoted and have gained managerial and foreman potisions. But the longer our employment counsellor worked, the more she realized that there still obstacles to employment because of the lack of job skills. Vocational Technical Schools in Lancaster County were not equipped to provide a wholistic approach to skill development which

would meet the needs of non-English speaking adults. It was to meet these needs then that SACA began laying foundations for a Skills Training Program.

3. COMMUNITY SKILLS CENTER TRAINING PROGRAM

Mr. Seda described how the Hispanic leadership came to the realization that "many of our people didn't have the skills needed in the Lancaster job market. This doesn't mean they didn't have skills, but that the skills they had were not compatible with the needs of this area. So this made us aware of the need for skills training."

The Vocational Technical Schools of Lancaster County are operated primarily for high school age students, and not for adults. Their evening program is designed for adults to acquire additional skills, but they were not equipped to teach adults with language needs (English as a Second Language). They also were not familiar with how to deal with hard core unemployed. Adults attending Vo-Tech school go only to learn skills. Since there was no program to teach job readiness, or to deal with proper attitudes needed to succeed, and since it would take the established institutions many years to change so as to address these needs, we felt that it would be better to establish our own training program to make sure these needs were being met.

The alternative at this point was to turn to CETA. CETA was created precisely for the purpose of giving people an opportunity for employment and training. In Lancaster City and across the nation the greatest portion of CETA funds was being directed at public service employment, many times of middle class Americans, but CETA programs were not directed to the employment and training of the disadvantaged. Most of the minorities placed on public service jobs were given a year and a half job of menial tasks which when finished put them back on the streets, on welfare and without job skills. So then, public service employment only served short term needs and failed to address the long term needs of the person - training. SACA helped CETA get turned around to addressing the training needs of the minority community.

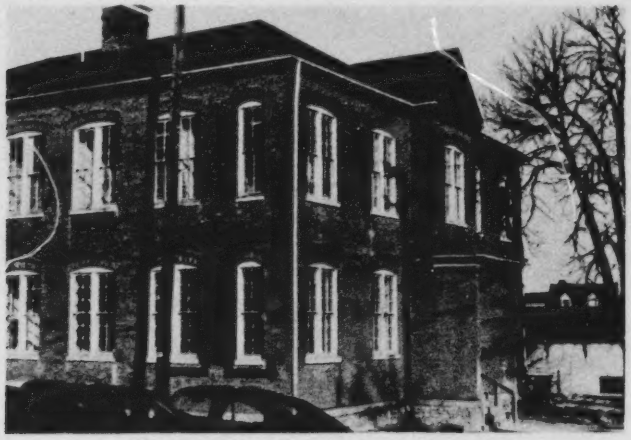
Mr. Seda continued, "We at SACA felt that it was important to address both needs at once: (1) to give individuals work, and (2) to give them training so that they would have marketable skills when the training period ended. That is the basis of the SACA SKILLS TRAINING CONCEPT."

We started planning to get into the training of the unemployed, giving them job skills, in July of 1977. It took us longer to get started because of bureaucratic redtape that had to be worked through before being able to start.

The COMMUNITY SKILLS DEVELOPMENT CENTER was a cooperative education venture that included the Spanish American Civic Association, the Lancaster-Lebanon Manpower Consortium which had jurisdiction over the CETA program, the Educational Development Center of Millersville State College and the Adult Enrichment Center of the School District of Lancaster.

The program is a two week session in which participants work 6.5 hours per day in the following areas: 1) Adult Basic Education in Reading, English Grammar, and Mathematics; 2) English as a Second Language instruction for the participants of limited English speaking ability; 3) General Equivalency Diploma (GED) for the high school dropouts who are determined "ready" for the GED; 4) Individual and Group Counseling sessions; and 5) Workshops on attitudes for work and study. All these basic educational components are provided by the Adult Enrichment Center.

SACA provided skills training in the building trades, and students were given first hand experience rehabilitating buildings which SACA has purchased in which to operate its many programs.



SACA SKILLS TRAINING CENTER, Lancaster,Pa.

El Museo (The Museum) SACA's Cultural Center

The Community Skills Center programs have grown to include WELDING, AUTO-MECHANICS, APPLIANCE REPAIR. SACA wants to add new programs such as HEALTH PROFESSIONS (LPN), DENTAL ASSISTANT and DATA PROCESSING.

The Adult Enrichment Center participated in the planning of the Community Skills Development Center in order to provide the ESL, Basic Skills, GED, and pre-vocational components of the program. The Skills Center opened at the Reigart Schooly July 1977 and moved to the Henry School November 1979, where the Adult Center continues to provide ABE services.

Many of the students in the skills center training program were students who failed in the educational system. Many had never developed the attitudes for successful employment, and had never applied themselves to anything for a regular period of time. They lacked motivation, learning and study skills. Many had no goals. So SACA faced the initial task of giving that individual a new outlook and attitude toward work, toward punctuality, and a sense of responsibility. They will need these to be successful not only in the world of work, but also in the training programs SACA operates.

"Fortunately, SACA has been able to draw from those whom we had placed in jobs years before through our Employment Program," Mr. Seda says. "Many of them have risen to positions as supervisors or managers and they are able to come and share their knowledge with students now in training. When there is a problem of tardiness, we want to know why. Maybe they have problems at home. Maybe they don't feel the program is meeting their expectations. We'll sit down and counsel that individual and try to work with them. There will be some individuals that fail to acquire the positive attitudes that are needed, so they are terminated. But with the majority we succeed. The majority get jobs at anywhere from five to seven dollars an hour and that acts as an incentive to those who are still in the training program because they are only getting the minimum wage when in training."

The Building Trades Program which evolved out of the Basic Electricity and Carpentry Course has grown and could become the backbone of an effort to rehabilitate housing in Lancaster. The students obtaining training and experience under this program rehabilitated the MUSEUM on 601 S. Lime Street, the HENRY SCHOOL at 30 North Ann Street where the SKILLS CENTER is now located, and an Apartment Complex at 404South Duke Street.

4. HOUSING REHABILITATION

Mr. Wilfredo Seda, Director of Services says:

"SACA will be expanding programs of housing rehabilitation. There is a great need for rehabilitation of houses for lower and middle income people. Most of the existing apartments in the city are too small, or refuse children. There are still a lot of absentee landlords in Lancaster who don't want to keep up their properities."

"Government programs have not helped as the Redevelopment Authority is

one of the biggest slumlords or owners of vacant houses...a blight in the community. So is the federal government, which owns many vacant properties. The issue is to get these houses back into circulation. The ZIP CODE MAP of Lancaster graphically illustrates the decline in the number of households. A check with the Post Office indicates that the number of units abandoned or empty since 1975 (5 years) in ZIP CODE areas 17603 and 17602 total 400 units.

	1976	1980
ZONE 17601	10,796 households	12,249 households (increase)
ZONE 17602	13,004 households	12,800 households (decrease)
ZONE 17603	18,113 households	17,883 households (decrease)

Zone 17601 is suburban and shows an increase. Zones 17602 and 3 are urban and show a decrease.

Youth gain experience rehabilitating houses.

"The housing crisis will only be solved by a massive cooperative effort covering whole blocks with the city enforcing its housing codes so that good properties are not allowed to become sub-standard. It will also increase the number of trainees in our building trade program, who are gaining experience in housing rehabilitation."

The building trades students are currently working at 404 South Duke St. a large three story structure that will be converted into three 3 bedroom apartments. The City's Historic Architectural Board of Review approved the use of solar panels by SACA to help reduce the cost of heating. It was purchased with funds donated by the Council of Churches and given editorial support in the Intelligencer Journal.

SACA's experience is that the government (city, state and federal) has dragged its feet in both housing code enforcement and in cooperating with programs to prevent housing decay. Mr. Seda continues:

"SACA is organized to serve people. It offers a plan and programs to change things. The government wastes a lot of money because the programs it develops are not operated at the neighborhood level. To change the housing situation, SACA will have to try to develop capital investments and a climate where banks, industry, will provide money to fix up and improve whole streets. The city will have to enforce housing codes to keep existing properties from deteriorating. SACA can provide manpower and materials for rehabilitation. A cooperative effort will enable SACA to buy up enough properties to get private financing to undertake a major rehabilitation effort which will include new construction on vacant lots."

5.- AN ECONOMIC DEVELOPMENT CORPORATION

"Part of the vision to resolve both the housing needs of the area and the declining number of family living quarters is the development of community pride, where people realize that making it is having your own home, and improving your own community. To do this money will have to be channeled into new housing as well as the rehabilitation of old houses in the area. We plan to establish a program that will start new business and undertake economic development in the area in cooperation with CAP," according to Mr. Seda.

The supervision of our building trades program is carried out by an economic development corporation which is a cooperative effort of SACA and CAP. Managerial, fiscal help will be provided to allow us to expand and operate an extensive housing rehabilitation program. It will also assist in the development of new housing, and business. Mr. Seda states:

"We hope that we can get help from existing business and form amarriage of the community with the private sector. The Economic Development Corporation will work as a holding company. We hope that new businesses in the area will get local industries to sub-contract here."

"It is only by directing more investments in the city that the exodus of

and the decline of enrollments in city schools can be stopped. There are a lot of reasons for encouraging growth in the city - the energy crunch, the desire to save farm land in Lancaster County, and the need to improve the tax base both for the city and the School District of Lancaster," Mr. Seda concludes.

6. THE CLINIC

A free clinic was started by a group of doctors and medical personnel who were concerned for the medical needs of the community. This included Dr. James Beittel, Kitty Toms and others. In 1976 SACA took over the fiscal responsibility and management of the Clinic in order to expand its services to six days a week. Services are now provided on a fee basis. There is a Dental Clinic 4 days a week, Pediatric Services 1 day a week, and pre-natal services 1 day a week.

SACA views health services as a priority. It is designed for working poor and is not for people on public assistance who have a medical card and can go anywhere for medical care. By helping the working poor, the family whose head of household can't afford the high cost of providing health care through a family doctor, SACA feels that it is helping the family unit stay together. Medical expenses aren't taking away something else the family needs like groceries or clothes for the children. SACA is concerned that this person's job and income could be jeopardized by the high cost of medical care. They believe that people should have access to health care whether they can pay for it or not. A crowd is always at the clinic waiting room. The facilities are not the newest or the best, but it is the service that is provided that counts.

7. SENIOR CITIZENS CENTER

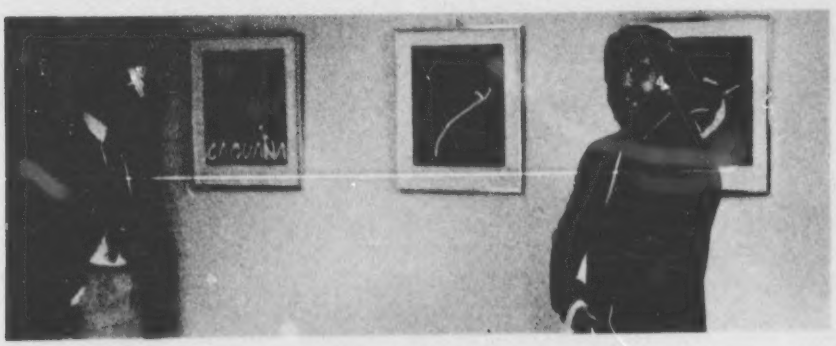
Under a contract with the Office of Aging, a Senior Citizen's Center was opened on March 1978 which serves all the residents of the area. Mr. Juan Rivera, a January 1974 graduate of the Adult Enrichment Center directed the program. SACA started out as an ethnic organization, but as it evolved into a community organization, services were offered to everyone. As time goes on more blacks and whites are recipients of SACA services.

Daily meals are prepared on site for the participants of the Senior Citizens Program. A Puerto Rican menu is prepared daily on location. There are only three programs like it in the Commonwealth of Pennsylvania, in Philadelphia, Allentown, and Lancaster. Twenty-five senior citizens eat at the center every day. Recreational activities are provided as a part of the meal time activity. Senior Citizen's Center manager Juan Rivera said that "Dominoes are a very big thing among our people. The winner of the dominoes tournament held at the center each summer will go to the playoff at the Philadelphia Spanish Center. It's a very big thing." (August 6, 1978 Sunday News).

8. PUERTO RICAN CULTURE AND HERITAGE - El Museo (the museum)

SACA purchased a lovely 19th century building with architecture unique to the Victorian period of housing construction to use as an Hispanic Museum for various cultural and educational activities. Located at 601 South Lime Street, the Museum was rehabilitated by CAP and SACA Building Trades Students.

Carlos Graupera talks with Luis Flores, the first exhibitor to use El Museo.



Wilfredo Seda admires exhibits displayed by Luis Flores.

The concept of the Museum is a desire on the part of Hispanics to preserve their identity and their culture. "This center is a place where that can be done. We want to give our children, many who were raised here, and not in Puerto Rico, a chance to see, hear, and feel our heritage and culture." Seda said.

"The sound of bongos, guitars and traditional Puerto Rican country ballads, as well as the sight of several dancers in vejigantes (colorful costumes) and masks had everyone's attention, Anglo, Afro, Hispanic, young and old," according to the Sunday News (June 10, 1979).

Exhibits are planned to display well-known Hispanic artists. They plan to have an exhibit here from the Organization of American States. They will also display works of local artists.

In a effort to expose Spanish culture to a wider audience and the community at large, musical artists have been brought to Lancaster like HACIENDO PUNTO which gave a concert at Millersville State College, and the QUARTETO FIGUEROA which played at the Fulton Theater. Other organizations are involved in these events such as the Pennsylvania Association for Bilingual Education, the Migrant Opportunity Program at Millersville State College and Intermediate Unit # 13.

El Museo, as it is called in Spanish is seeking grants from the Pennsylvania Livable Cities Program and the National Hispanic Heritage Week Foundation. El Museo offers: (1) a collection of Puerto Rican crafts, (2) a program of exhibits by Hispanic artists, (3) a resource library of Hispanic culture, arts and letters, (4) workshops in the crafts, arts, dance, theater, music, and literature, (5) lectures and films, and (6) consulting services on Hispanic culture and arts.

Evidence of the seriousness with which SACA views education and culture can best be represented in some of its activities:

* The establishment of a scholarship fund to aid Hispanic Pupils to go to College. Twelve students enrolled in College last year. (1979)
* A concert by a Puerto Rican folk music group called CONJUNTO TIPICO PAQUITO LOPEZ CRUZ, sponsored by SAC, Intermediate Unit 13, and the Pennsylvania Migrant Education Program.
* Spanish Business Workshops bringing professionals and business executives from Philadelphia, New York, Harrisburg, York, and Washington D.C. (May 13, 1978 New Era)
* A film series called "The Last Supper", a Cuban film about slavery.
* A Creative Art display of EL BARRIO "Lancaster's Lively Neighborhood with 40 photographs directed by a German instructor of Puerto Rican youngsters.

Hispanics are now the number one minority in the United States. If they are not number one, they will be during the 1980s. Hispanics have made their presence felt, not only in Lancaster, but across the United States. President Carter did a radio program in Spanish, something that no previous American President had ever done. This is significant.

Adult Educators need to direct greater efforts at working with and for the Hispanic community. In Lancaster the local media have been responsive to Spanish speaking peoples needs. Mr. Seda has a radio program on WLPN for the past three years and he is Master of Ceremonies on WGAL-TV's "Nuestra Comunidad Hispana" Sunday mornings from 8:45-9:00 a.m. The Intelligencer Journal publishes bilingual articles relating to the Spanish Community.

A HISTORY OF SACA

When Benjamin Perez was a student at the Adult Enrichment Center (February 24, 1972 to June 10, 1972) he asked me to help him write a proposal to the Diocese of Harrisburg asking that Catholic Self-Help funds be approved to start a Spanish Center in Lancaster. This proposal was approved and SACA received its first grant of $5,000 from the Roman Catholic Diocese on December 6, 1972. It was at this time a Constitution and By-Laws were written and approved by the SACA Board. A lawyer was contacted who helped get approval as a non-profit organization called, "The Spanish American Civic Association for Equality." SACA floundered trying to decide whether to purchase land and build a new building. Benjamin Perez was the founding president. Anibal Irrizary, who studied at the Adult Center from October 1, 1971 to September 23, 1972 became its second president, and was president when the organization decided to purchase the old Boys Club, 545 Pershing Avenue, for $42,500 in the fall of 1973. The local Catholic Social Services office gave SACA a grant of $12,500 toward the purchase of the building and moved its own Hispanic Center into the new headquarters. The deed was signed, and Lancaster got its Hispanic Community Center. (Intelligencer Journal, November 2, 1973)

Mr. Carlos Graupera was hired as Executive Director on November 1, 1973 and he saw the badly deteriorated state of the new facilities. Repairs had not been carried on by the previous owners. He organized neighbors to clean up the land in back of the building and construct playgrounds. (November 16, 1974 Intelligencer Journal)

Part of the reason for its acceptance in the community was Carlos Graupera's willingness to prove that SACA wasn't tolerant of crime or drugs. SACA commended the City Police "for its efficient and thorough investigation of illicit drug sales that resulted in drug arrests." The SACA executive committee endorsed this crackdown and released a statement that "The scourge of drug use has long plagued Lancaster city and county and has had a devastating impact on the lives of many residents of all racial, ethnic, and socio-economic backgrounds. The Spanish American Civic Association has set the elimination of this evil as one of its ongoing priorities and is very pleasedwith this most recent effort to reduce the source of these insidious

materials. SACA added ,"While these arrests are a significant step in the battle against drugs, the need for continuing vigilance is as great as ever. Law enforcement is only one component in this struggle. Our educational institutions and the whole range of social services must play an even stronger role in the reduction, prevention, and eventual elimination of the human carnage brought about by heroin, cocaine and their ilk."

SACA suggested that similarly the churches, the business community and the community at large "must become more aware and more outraged at the incursion of drug use, particularly in the lives of our young people." (June 18, 1977 Intelligencer Journal)

SACA gained acceptance by many doubting Thomases through its tough drug stand. Its fight for truth and justice have added to its credibility. It opposses strongly any actions that will have a harmful effect on the community. They protested the decision of the Lancaster Housing Authority in refusing to provide Spanish translation of legal notices including eviction notices which it sends to Spanish-speaking tenants. (July 21, 1977 Intell) It sends representatives to Board meetings and public meetings of various agencies and Boards. They opposed the plan of the Lancaster Housing Authorities to abolish eight apartment buildings at Hillrise Apartments that had 48 large apartments and had only been completed two years earlier. "Low income residents of our community have suffered a housing shortage. The ineffectiveness of the U.S. Department of Housing and Urban Development's housing programs, the lack of commitment on the part of out-of-town investors, and the lack of desire on the part of the city administration to ease the plight of our poor have greatly contributed to the suffering of those needing low income housing."

SACA has learned how to move and when to move on behalf of Hispanic people and the community as a whole. They took over the operation of the "Feed the Children" summer program when its previous sponsor dropped out. (July 10, 1978 Intelligencer). The choice of programs that bring benefits to EVERYONE is the key to building support and this decision has proven to be a wise one. They have had Spanish youngsters clean up streets (August 16, 1976 Intelligencer). They took over the administrative and fiscal functions of the Lancaster Community Health Center which operated as a free Clinic for three and one half years. (June 3, 1976 Intelligencer) A key to SACA's growth has been its willingness to work with others. In 1975 the Community Action Program (CAP) of Lancaster County decided to aid the Spanish Center. That same year the United Way also added SACA to its list of cooperating agencies.

But SACA's success has not been easy. It has had to marshall protests in the streets before the Lancaster and City Hall when remarks made by the mayor slurred the Hispanic community by saying that Spanish speaking people were Lancaster City's biggest problem (September 1975 Intelligencer) They got over a thousand people to march on city hall and presented a demand for an apology from the Mayor - whose apology was given editorial comment by the newspaper.

SACA has become very sophisticated in its search for a positive image. It sends representatives to both the City and County Planning Units to advocate its causes and highlight the issues before decisions are made. The Spanish American Civic Association under the team work of Wilfredo Seda, Carlos Graupera, and a dedicated staff have had an impact beyond the ability of many long term social service organizations. It keeps in vital touch with the needs of the local community and courageously advocates their needs.

But SACA hasn't been able to do this alone. It's growth and development occurred simultaneously with the growth and development of the Adult Enrichment Center's Spanish GED program. A list of SACA employees reveals that one half of the SACA staff are either graduates or former English As Second Language students of the Adult Enrichment Center.

GED GRADUATES

Antonio Beatancourt 3/75
Gladys Rodriquez 7/79
Maria Berrios 11/76
Lucy Hernandez 7/74
Rosa Colon 11/75
Casilda Gutierrez 3/75
Juan Rivera 1/74

ESL STUDENTS

Enid Vazquez
Felicita Torres
Milagros Lozano
Margarita Torres
Ruth Morales
Wilfredo Seda
Iris Ramos
Luis Pagan

Felicita Torres
Outreach Worker

Margarita Torres
Health Aide

Rosa Colon
Fiscal Officer

Former students and graduates make up half of SACA staff

The leadership and tireless dedication of Carlos Graupera and Wilfredo Seda, plus the support of the Board of Directors (of which two members are teachers at the Adult Center), of their plans and programs have made SACA what it is today. Adult education's help as a resource in providing SACA with adults who were bilingual, and with qualified high school graduates, has not been accidental. It is a demonstration of the development role of adult education in the life of a minority community where the least educated live and work. The development role of adult education provides America a common denominator for association with all adult education efforts around the world. Economic growth in both developed and developing countries is dependent upon adult and continuing education. This includes the whole spectrum of lifelong learning efforts : adult education, professional advancement, personal enrichment, recreation, vocational training, and programs of self-improvement. They all contribute to a sense of family and community, of increased political participation, and have improved the quality of life and its fulfness.

In the United States, the community development role of adult education among minorities and disadvantaged adults has been an important benefit of federal adult education activities. Organizations like Headstart, Community Action Programs, Civic Associations, Community Centers, Day Care Centers, various ethnic and cultural organizations (Black, Spanish, Polish, Italian, and Vietnamese) have all profited by using ABE graduates and students. They have also used ABE programs as a resource for staff development. Adult Basic Education graduates have participated in anti-poverty organizations and community service organizations providing grass root services to the poor. Industry, religious organizations, and government agencies have obtained minority employees whose educational level, English ability and high schoo equivalency diploma was essential to such employment. Many ABE graduates have entered the Armed Services, and obtained job promotions through Adult Basic Education activities.

Casilda Gutierrez, Employment Coordinator; Maria Berrios, Employment Specialist

The role of adult education in developing nations is far more critical to the success of national growth and the achievement of national goals than in the United States and other developed nations. In many cases, economic growth is dependent on the success of their adult education programs. Adult education plays an important part in the use of natural resources, growth of new industry, education of children and youth, and the development of both rural and urban centers. The degree and commitment to adult education varies from country to country. But adult education becomes increasingly important to third world nations because of the pressure of population growth and the distance that must be travelled in order to catch up with the higher education levels and literacy rates found in developing nations.

Industrial countries in Europe have already recognized the function of adult education. And in the United States, it has been shown that adult education makes a difference when trying to make a transition from welfare to independence. NACAE's publication AN ASSESSMENT OF THE FEDERAL ADULT EDUCATION ACT PROGRAM. October 1978, pages 30-31, shows that many got off of welfare because of ABE activities. Both worlds-the underdeveloped and the highly developed share a common need for adult education to keep abreast of rapidly changing social, economic and industrial conditions. The growth of professionalism among adult education programs represents an important achievement in the effort to eliminate illiteracy.

Adult education does not live in a vacuum. We cannot operate or advance the cause of adult education alone. Just as cooperation is needed at the local level, so at national and international levels, greater attention must be given to adult education. We can learn by knowing the successes and failures of others. Adult Education is not only a catch up program, it is a means of promoting change both in people and in society.

At a national level two ABE Directors favor Community Based Organizations as a source of new students. They are:

Sonia Gutierrez, ESL-Bilingual Program, Gordon Adult Education Center, 35th and T Streets, N.W. Washington, D.C. (202) 282-0140
William J. Cunneen, Montana State Department of Education, Helena, Montana

A survey of Pennsylvania's ABE directors revealed that the following support community based organizations as the best source of new students:

M. James McCool, Bristo Boro, Bristol, PA 19007 (215) 788-8461
Dr. Chester N. Molley, ABE, State Correctional Institution, Dallas, PA 18612 (717) 675-1101
Robert Phillips, ABE, State Correctional Institution, Dallas, PA 18612
Harold R. McAllister, Adult Basic Education, SCF, Dallas, PA 18612 (717) 675-1101
Samuel Ferrante, Chichester ABE, Boothwyn, PA 19061 (215) 485-6881

Chapter Five

LOCAL AGENCY REFERRALS AND SATELLITE CLASSES

Pennsylvania ABE Directors consider local agency referral the key to making a difference recruiting the least educated. Both rural and urban areas benefit by such a system of referrals. Robert V. Headlee, Intermediate Unit 1, of California, Pennsylvania states that this system must be carefully built up over the years and nurtured carefully to operate effectively. In the Fayette County-Uniontown area, a Human Services Council was formed by him with representatives of all state, local and private agencies. The Council was formed (1) to make each agency knowledgeable of what the other is all about, and (2) to better serve the clientele when other contacts are necessary. An Advisory Committee meets periodically with members of the different agencies to plan their efforts to mount successful programs and is composed of members from the Human Services Council.

The Carlisle Area School District sends a news release to social service agencies in their area along with releases to the news media prior to starting new class sessions. The announcement is also included in class lists sent in bulk mailings to all residents in the school district area. The other type of contact maintained is with the Opportunities Industrialization Center by using their facilities to conduct classes to which students can be referred for appropriate services. (James J. Barefoot, Carlisle Area School District)

Dr. Mathew C. Knowles, Director of the Division of Adult Education for the School District of Philadelphia Board of Education, administers its federally-funded ABE and GED programs in cooperation with various agencies. They provide them with teachers to conduct classes on the basis of co-sponsorship by the agency and the School District of Philadelphia. David Brown, a Supervisor for the Division of Adult Education in the District says that "Philadelphia started programs by cooperating with community based organizations in 1963 when there wasn't any space in the public schools. In those days nobody knew what ABE was and teachers had to go out and recruit students. So we went directly to the community. It didn't cost the school district anything. This became an outstanding feature of the Philadelphia program from its very beginning - one in which we met the guidelines of the program by providing ABE, GED classes in the community by cooperation with various neighborhood groups and agencies." (David Brown Interview, December 13, 1979)

Philadelphia administers its federally funded ABE-GED classes by co-sponsoring classes with both public and private agencies within the city of Philadelphia. Cooperating agencies sponsoring classes are the Free Library of Philadelphia, the Opportunities Industrialization Centers (OIC), Hospital Workers Local 1199C, several church and community centers, a recreation center operated by the City of Philadelphia, a state hospital, and the country prisons. (Dr. Mathew C. Knowles, Director)

ABE programs are now so well known in Phiadelphia that agencies come to them with requests for classes or discussions about the possibility of developing programs together according to David Brown. Co-sponsors are asked to write a letter of request, but priority is given to maintaining programs that are already successful since funds are limited.

The agency co-sponsoring a class with the Philadelphia School District must agree to do the following:

1. Recruit students and make an effort to keep all classes full at all times. The classes have a maximum of 20 and a minimum of 15 students.
2. Provide appropriate classroom space. This is defined as a safe location with two entrances and exits to meet fire code requirements. Tables and chairs,a chalk board, and a secure place for storage of textbooks, teaching materials and teaching equipment are also required.
3. Other requirements are accessibility to public transportation, a safe location, good visibility so the place is not hard to find, and a preference for ground floor sites so the elderly can enter with ease.

The Division of Adult Education in Philadelphia has authority to operate programs with any agency or community organization that meets the above mentioned criteria. The Director of Adult Education then assigns staff and provides materials for the successful operation of each program. The Director of the Division has authority to discontinue any program where evaluations indicate that the needs of the students aren't being met, or where the organizations are unable to keep the classes full.

Visibility is an important criteria because time is too important to waste it trying to explain where a program is located. The sponsoring agency must also agree to publicize the program among its own constituency, but must always mention that the class is provided by the joint sponsorship of the agency and the School District of Philadelphia.

The School District's contribution is to release to all agencies, unions, churches, organizations in the Philadelphia area a bulletin listing the locations of all classes for the coming year. This is done in August by mail. The bulletin also becomes a handy reference manual for case workers and social workers to look up the location and time of classes. The School District also provides news releases to the four metropolitan newspapers. In addition there are many neighborhood - community newspapers, which are little commercial papers for advertising that are always looking for news and will print their releases. The metropolitan newspapers have educational inserts from time to time and like to do articles on educational programs. The Philadelphia Tribune has a weekly section for educational news. The District doesn't use paid advertisements anymore because of budget problems. Unions, Employment Agencies, Churches, CETA, federal agencies and senior citizens centers all get the yearly bulletin listing classes.

The School District also has a continual placement service by telephone referral. The Division of Adult Education gets thousands of telephone calls each year (literally hundreds a week) and four operators are kept busy giving information on schedules to prospective students.

The operator asks where the person lives, when they want to attend and try to match them up with a class. But they have found that people are willing to travel a great distance in order to get into a class, which is one reason why such great importance is placed on locating classes near public transportation.

Organizations wanting to co-sponsor an ABE or GED class are asked to submit a written application to the Director of the Division of Adult Education Dr. Mathew C. Knowles, and describe briefly the clientele their agency is serving, the need for this instructional service, and their willingness to provide suitable classroom facilities free that meets the before mentioned conditions. A desire to participate in a cooperative effort with the promise of referring students to the program is essential to the approval of any such class, and provides a basic educational opportunity to the least educated in over 175 different locations in all parts of Philadelphia.

ABE Supervisor Dave Brown consults with librarian at Lovett Memorial Library in Germantown, one of 175 sites where ABE classes are operated in Philadelphia.

It is clear that cooperation with local agencies is the key to outreach in the communities where the least educated live and is one of the most effective ways to reach them in a setting that they are familiar with and feel most comfortable attending. It was good that the Adult Education Amendments of 1978 provided for such cooperation, but it is also clear that good programs like the Philadelphia program were doing it long before it got written into the law.

The experience of the Philadelphia School District is that there is a greater demand for adult education than they are able to provide. The classes are kept full all year long. The telephone referral system creates waiting lists of adults wanting to return to school as soon as there is a vacancy. When a vacancy is created either by a graduation or a drop-out the student is notified and given immediate access to instruction at an appropriate level of ABE, ESL, or GED instruction. The only limitation is funding. Federal funding currently is only $100 million for the whole nation, or one half the authorized $200 million needed for adult education.

The operation of classes by co-sponsorship with other agencies is so effective that the lack of funds is what hinders reaching a larger percentage of the population. "Adults are limited in their time," according to Mr. Brown, "and they bring a lot of experiences with them to the classroom. Since they are able to move ahead at their own pace, they are able to complete their education in a much shorter time. So people are completing their education continually during the year, and new people are enrolled to fill up their vacancies. This is what is known as open entry, open exit instruction." (Dave Brown, Philadelphia Supervisor ABE).

The teacher becomes a manager. They must know how to deal with interruptions. Aides are assigned to help them with their record keeping and paper work. The School District of Philadelphia has an extensive inventory of texts. Every year an Annotated Bibliography of Materials indicating the appropriate teaching level of each text is published by the district. Teachers have an opportunity for input as to what materials should be purchased if something equally as good is not already in stock. Teachers are provided with a variety of books and are asked to make selections on the basis of material displayed. There is a materials center where all the materials are on inventory. Samples of these materials are taken to teachers at training workshops where they have an opportunity to look over all the materials and, twice a year, to make requisitions for needed materials.

Scheduling poses the major problem when co-sponsoring classes with other agencies. Sometimes conflicts occur with the local program that makes it difficult to find space. The School District calendar doesn't always coincide with the agency calendar. For example, the library closes on flag day, while the School District doesn't, so the District uses such days for field trips. (Dave Brown)

Some classes are not open to the general public, but are in-house classes for clients the agency is serving such as Horizon House, the O.I.C. Feeder program, classes for Probation and Parole, and the Department of Public Assistance. The Department of Public Assistance provides travel, baby-sitting, lunch allowances and pays the cost of taking the GED examination for those on public assistance who attend ABE classes regularly.

The Supervisors visit all the programs that are operated in cooperation with other agencies to evaluate the program and make suggestions on how it might be improved the next year. A Sponsor's Questionnaire is submitted every year to the Division of Adult Education. It asks such questions as

1. Do you wish to sponsor an ABE/GED class for 1979-80?
2. Are you satisfied with the present schedule?
3. Were you satisfied with the ABE/GED class this year?
4. Does the ABE/GED program fit the needs of your organization?
5. What suggestions do you have for future ABE/GED classes and the program in general?

This process of self-evaluation, plus the acquired experience of long term professionals in adult education has increased the percentage of adults passing the GED during the years so that now 90% of the students pass the GED the first time they take the test.

The Free Library of Philadelphia is one agency that cooperates with Adult Basic Education programs. The Free Library has 60 city branches and three regional libraries as well as the main library. Libraries have had a declining attendance, so ABE classes help raise the number of people making use of the library. The School District needs space, which the library is more than happy to provide. Since the library has a full time public relations person, the district is able to get additional publicity for their classes through the library. From the students point of view the library is ideal. It is a good cover of their lack of an education. Even those that don't know how to read and write can tell their friends they are going to classes at the library. Teachers cooperate with the library by conducting tours and by teaching their students how to use the library -- checking out books, using reference materials; they also show them the recreational use of the library as well - its movies, music, cultural classes. One new resource of great interest to ABE students is VOCATIONAL INFORMATION ON CAREERS. It is a computerized system that provides the student with a print-out on the jobs of interest to the student. The library is a lifelong learning center and is a natural site for ABE-GED programs. It has its own Right to Read Program, a Reader Development Program. David Brown serves on the Board of the Free Public Library, the Prisoner's Council, the Nationalities Service Center, and the Adult Education Council of Philadelphia.

THE HOW AND THE WHY OF AN ADVISORY COUNCIL

Adult Education directors frequently dislike the idea of an advisory council because of 'interference' with their programs.
they want to run their programs independently of the needs and concerns of the community they serve.

Advisory councils don't work best in large communities. They are most effective in neighborhoods or middle sized communities of 50,000 to 100,000 people. When a city is larger than this, it is better to have neighborhood councils based on community organizations in that neighborhood. The most a council can do in large metropolitan areas is bring the heads of agencies together for reports on the effectiveness of adult education. But in smaller communities, advisory councils serve a useful purpose - they are the means by which the community can express its adult education needs and shape ABE programs to meet those needs where appropriate.

If an ABE director wants to reach and serve the least educated, ties must be established with the community and the best mechanism to do this is to organize a viable advisory council.

What is an advisory council? Ideally, it is a council that thinks for itself and takes positions that reflect the needs and concerns of the least educated. In order to do this it may be necessary to take positions opposing the education establishment, which generally views such councils as being a rubber stamp for school board decisions, or top administrative decisions. So a council needs the freedom and independence to speak out when plans or decisions are made that will adversely affect adult education programs and the interests of the adult student population.

ABE students by in large do not have clout. They often don't have organizations or advocates. So the purpose of the advisory council is to be an advocate for the least educated -- and a forum by which those who are least prepared to speak can make their needs known, not only to the education community, but to the community at large.

If this is the kind of council you seek to establish, the first issue to be raised by council members is,"Do we have any real authority ?" The answer to that question is that in so far as the Board of Education is concerned, none. It is the Board of Education that has full authority and legal decision making powers. But the advisory council has moral authority - and the adult director can enhance that moral authority by being honest with them and allowing them to express their views both to the public and to the Board through their testimony, written and oral.

The best time to start an advisory council is before starting an ABE program. If you wait to start it afterwards, they will feel that they really

don't play a vital role in your program. This diminishes the good feelings the council will have about itself and leaves them with a poor self-image of merely being a rubber stamp of the work the ABE director and his superiors have already done.

I had an advantage in coming to the Lancaster School District before an ABE program was operating. It gave me the opportunity of starting from scratch. I was new to the city of Lancaster. I had come from out of state - Camden, New Jersey. It was December 1969. One of the first things I did starting my new job was to develop a list of the local agencies and organizations that would most likely be interested in adult education. By letter, by phone calls, and visitations, I told them of the School District's plan to open an Adult Education Center and I wanted to give them an opportunity to participate in the planning of the Center.

A newspaper article was published announcing that an advisory council was to be formed with representatives of the community, social agencies and business and industry. The article described the nature of the adult education program, what we were to do and whom we were designed to serve. This information helped make it easier for me to move around the community making contacts with people that might be interested in participating in the advisory council.

I then began attending meetings of other organizations. The Human Relations Committee of the City, Model Cities Assemblies, the Southeast Area Council (a council of residents from disadvantaged population areas), CAP meetings, the"Y" and other organizations. These meetings were a good sounding board of community needs and in them I would inquire if they knew of any minority residents who might be interested in working at the Center. Minority pastors of the area (Spanish and black) were helpful in obtaining staff and this made it easier to recruit minority students because the program was staffed with minorities from the community served.

The first advisory council meeting was held before the opening of the school. Faculty had been hired and this was an opportunity for the council to meet the faculty. They also were given a preview of materials and equipment that was available and were asked to fill in a survey to indicate their interests in so far as committee work was concerned with the Council. This survey of interest form provided them with an opportunity to indicate the following:

___ I desire to be a member of the Adult Enrichment Council during the coming year.
___ I would like to participate in the Legislative Support Committee.
___ I would like to be part of the Curriculum Committee. My special interest is:

__Black History
__Spanish Culture and Language
__Bilingual Education
__Spanish GED
__Citizenship Education
__Consumer Education
__English GED
__Driver's Education
__English As Second Language
__Job Readiness
__Other (list)

__ I want to represent_____(name of organization) on Council.

It was during my visits to the meetings of other organizations (such as the School Board, City Council, Planning Commission and County Commissioners meetings) that I eventually discovered which newspaper reporters were most likely to take an interest in adult education. It is not always easy to get to know city editors (they are tied down with deadlines), but their reporters and staff writers are much more accessible and you can get to know them at these meetings. They are very important for developing a positive public image for your program from the start. Remember, start out a winner, and that makes it easier for you to keep your program and its people before the public.

Give your advisory council the opportunity to develop and discuss plans and proposals before they are submitted to the School Board for approval. This will make the question of whether the advisory council is a decision making body unnecessary. So while by law the School Board makes the decisions, if your plans and proposals are prepared by the council, you will be doing all that you can to reflect the needs and concerns of the community your program serves. It is then up to the Board of School Directors to decide whether your proposal will be accepted.

WHO SHOULD BE ON THE COUNCIL?

Be sure to invite personnel managers of industry and business in the area to participate on your council. Many of them are hard pressed by the federal government to meet affirmative action requirements and will be pleased to discover that ABE programs are a good source of minority employees. Industry representatives can be sold on this idea that the adult student who completes a program of study is a highly motivated person, and that voluntary attendance and success in an ABE, GED or ESL program is probably a good barometer of that person's drive for self-improvement and a likely indicator that the person would make a good employee.

Another group interested in participating on ABE advisory councils are representatives of the Continuing Education Section of the local schools of nursing, colleges, universities, vocational technical schools, community colleges and other training programs. Colleges and post-secondary educational institutions are experiencing declines in enrollments, especially of youth ages 19-23. The slack in enrollment is now being taken up by adults over 25 years of age who are returning to college in increasing numbers. These institutions will be happy to establish contact with your program as a source of new students.

During the ten years the Adult Enrichment Council has been in operation in Lancaster, it has had representatives from schools, employers, agencies, minority churches, minority organizations, the Lancaster County Public Library, the GED Alumni Association, and a representative of the ABE student body currently enrolled in ABE classes. Two key persons who should be on every council are the GED Alumni Association President and a representative of the current student body. Generally the student body representative can be any student, ABE, GED, ESL, Bilingual, who has qualities of leadership

and needs the educational experience of speaking to a group to represent the views of the students as to how the school is meeting their needs. You can help the student representative by taking student surveys that allow students to provide regular feedback on the program. (See the end of the chapter for samples of student feedback forms). The Alumni representative is also good for documenting the kinds of results that the program is accomplishing. Since academic educational needs are not the only goals and needs the students have, the GED Alumni Association can provide leadership in expressing those needs for graduates.

THE CHAIRPERSON

I favor electing a chairperson, who is willing to serve at least two or three years at a time. Be sure your chairperson is someone that will help develop a program image of service and dedication in the community by the work and the cooperation they have given. For example, our founding chairperson was Father Alexander Veronis, pastor of the Greek Orthodox Church. Father Veronis is well known in the community for his dedication to the poor and the oppressed. He sponsors the CROP Walk campaign to raise money for the hungry. He is committed to adult education and has arrnaged for ESL classes to be held in his church when a significant number of Greek immigrants arrived who could not speak English.

Our second chairperson was Joseph Gallagher, Director of Education and Training at Lancaster General Hospital, one of the city's largest employers. Mr. Gallagher has himself taught adult education classes and is committed to providing hospital employees having less than a high school education every opportunity to get an education. Classes have been scheduled there to serve two of the three shifts. Mr. Gallagher has assisted in giving graduates of our program employment at the hospital, and he has proven his dedication to the council and the cause of adult education by chairing the ad hoc committee on Constitutions and By-Laws, a committee that did a lot of work. (For a copy of the Constitution and By-Laws of the Adult Enrichment Council, contact AdvancE, Millersville State College.) By asking for volunteers to participate in various committees, the chairperson can utilize people with gifts that match their interests. One of the most difficult tasks to be undertaken was the writing of and the approval of a constitution and by-laws for the council.

The By-Laws call for committees that are formed when needed. One such committee played an important role in getting our own local Congressman to vote for renewal of the Adult Education Act in 1974. A letter writing campaign was started in support of H.R. 7818 and 7819 to get the House Committee on Education to accept the substance of these bills as part of H.R. 69. Letters were written to the Senate in support of Senate 1539. At the same time the committee began efforts to assure local funding for adult education by contacting the Superintendent and board members, had the adult education act not been passed. This effort was so fruitful that adult education was included on the local school budget in 1975 so that the program would have continued with or without federal funding.

PRINCIPLES TO HELP MAINTAIN AN EFFECTIVE ADVISORY COUNCIL

By way of summary, an effective advisory council enables ABE programs to multiply the federal adult education dollar:

1. By providing services needed by the students such as transportation and day care.
2. By inter-agency cooperation at the local level so that ABE programs receive students through client referral and are able to provide students with the specialized services they need such as health care, counseling, job training, job placement, etc.
3. By opening lines of communication with the minority community in an organized fashion.
4. By giving student representatives a voice in the program. See student evaluation feed back section at end of chapter.
5. By making planning decisions before proposals are written and sent to the Board.
6. By providing continuous means of evaluating the role the program serves in the community. (See survey on community awareness at end of chapter.
7. By expanding the services students receive - rehabilitation, consumer training, college and multiplying the ABE dollar.
8. By aiding in the development of greater opportunities for graduates, former students, employment, preparation for career and civil service examinations.
9. By giving graduates an organizational voice to help program meet the needs of those who have completed a program of studies.
10. By increasing the public awareness of the program and the number of volunteers who want to work with the program and can provide instruction for home bound students.

Basically, then if a director cares about the least educated, an advisory council is one way of showing your concern, because it takes extra time and effort to organize and maintain an effective council. If I were an ABE program evaluator, I would ask to look at the minutes and agendas of the advisory council as one criteria of a good program.

AN ASSESSMENT OF COMMUNITY AWARENESS

The following questions were sent out to all 120 agency directors in the city to provide the Adult Basic Education Program of Lancaster with feedback about its program. It gives the Advisory Council and the Board of Education some idea of how effective ABE programs have been in the eyes of the other agencies working in the community.

1. How long have you known of the Adult Enrichment Center?
2. How did you hear of the Adult Enrichment Center?
   __newspaper __coworkers __staff meetings __TV
   __students __volunteers __other means?(specify)

3. How many have known graduates of our program?
4. What program did they complete?
   __ABE (learning to read, write and do math)
   __ESL (English as a Second Language)
   __GED (High School Equivalency)
   __Job Readiness
   __Driver Education Theory
5. How many drop outs have you known from the program?
6. Did they benefit from the program? How?
7. What reasons did they give for dropping out?
8. What was the most common complaint about the Program that you would consider a weakness that ought to be corrected?
9. What was the most positive comment about the program, something that you consider a strength?
10. Does your agency refer people to the ABE program?
11. Does your agency deal with people who don't read and write or speak English and school drop-outs who need a diploma?
12. Would your agency be able to recommend the Adult Center?
13. Have you ever visited the Adult Center or attended its graduation?
14. Has the Adult Center ever made a positive contribution or service to your agency?

This form has enabled us to gain an idea of how we are perceived in the community by other agencies, and the degree to which they cooperate with ABE programs.

A STUDENT EVALUATION OF THE PROGRAM

The Student Representative on the Advisory Council brings annual summaries of the results of student surveys made during the year while the program is in progress. This student survey has led to some important improvement in the peogram and the provision of additional services like day care and transportation. ESL students (Vietnamese) complained that the tape recorders were of such poor quality, they couldn't hear the tapes, so we were able to get all new tape recorders. We also provide these students with feedback forms in their native languages (Vietnamese and Spanish) for the non-English speaking students and bilingual aides to interpret the results of the survey for us. A separate form is made for ESL, ABE, and GED students, since instruction varies with each program.

I. ESL PROGRAM EVALUATION FORM:

1. Do you like the place where you are studying? __Yes __No
2. Are the lessons interesting?__always__usually__sometimes__very little __never
3. Are the tapes helpful?__always__usually__sometimes__very little__never
4. When you have a question does the teacher help you?__always))many times __very little __never
5. Do you speak only English in class?__always__many times__very little__never

6. When you learn something in English, do you use it outside of class? __always __usually __sometimes __very little __never
7. Do you believe the teacher knows the subject? __always __usually __sometimes __very little __never.
8. How does your teacher teach? __too fast __ok __too slow
9. Does your teacher explain the lesson well? __always __usually __sometimes __very little __never.
10. Does your teacher help you when you make mistakes? __always __usually __sometimes __very little __never.
11. Would you say your teacher is friendly? __always __usually __sometimes __very little __never
12. Is your teacher patient? __always __usually __sometimes __very little __never.
13. Do you like what your teacher gives you to do? __always __usually __sometimes __very little __never.
14. Does your teacher treat you with respect? __always __usually __sometimes __very little __never.
15. Do you prefer to be in a group or individual instruction? __group __individual work.
16. Do you like the books used to teach your English? __yes __no.
17. Did you know English before you came to our school? __yes __no.
18. Write any comments you have about the ESL program.

II. A CHECKLIST FOR ABE/GED STUDENTS

It is our desire to allow students a means of indicating the effectiveness of our program in meeting your needs. This is a survey that will help us evaluate our program. Please fill it in as completely as possible.

	Yes	No	Somewhat
1. Have the counselors helped you to arrive at a clear understanding of your goals?	___	___	___
2. Have the counselors helped you to set academic goals in Reading, Math, English?	___	___	___
3. Have the counselors helped you to set vocational goals?	___	___	___
4. Were you able to understand your schedule?	___	___	___
5. Does the counselor listen to your problems?	___	___	___
6. Do the teachers know their subjects?	___	___	___
7. Are the teachers interested in you?	___	___	___
8. Do you feel that your relationship with other students is good?	___	___	___
9. Do you feel comfortable in the informal atmosphere of the Adult Enrichment Center?	___	___	___
10. Are the surroundings pleasant?	___	___	___
11. Does the classroom noise bother you?	___	___	___
12. Are the class materials interesting?	___	___	___
13. Are the materials helping you to learn?	___	___	___

	Yes	No	Somewhat
14. Is the instruction helping you attain your goals?	___	___	___
15. Have your studies helped you improve your prospects for a job?	___	___	___
16. Have your studies helped you to improve your writing?	___	___	___
17. Have your studies helped you to improve your math skills?	___	___	___
18. Have you improved your reading ability?	___	___	___
19. Have you improved your ability to get along with others?	___	___	___
20. Write any comments you have about the ABE program:			

The feedback from these reports on a monthly basis have helped us reorganize our learning areas and reduce the amount of congestion because students complained about the noise level being too high. Teachers are also able to pin-point materials that students don't like and we have discontinued using those materials. This student evaluation form is filled out by every student. They are distributed to new students on a monthly basis. They are not used by supervisors as a threat over staff when students complain, but given to the professional staff to discuss ways to meet student needs.

A CHECKLIST FOR GRADUATES

The graduates checklist includes the above questions if they did not fill out a form while in school. It also adds the following questions:

	Yes	No	Somewhat
1. Have your studies helped you to get further training or go to college?	___	___	___
2. Have you improved your knowledge of nutrition and health?	___	___	___
3. Have you increased your knowledge of government and law?	___	___	___
4. Have you registered to vote because of program?	___	___	___
5. Have you become an American citizen?	___	___	___
6. Have you learned more about other agencies and resources and used them?	___	___	___
7. Have you learned how to budget your financies?	___	___	___
8. Have you learned income tax preparation?	___	___	___
9. Are you able to help your children with their homework now?	___	___	___
10. Did you make a career decision?	___	___	___
11. Do you feel better about yourself and have greater self-confidence?	___	___	___
12. Did you get a driver's license?	___	___	___
13. Did you get a better job?	___	___	___
14. Did you accomplish what you enrolled for?	___	___	___

Feedback is important to the success of any program. It is something that requires constant effort. A definite plan of checking student opinion and an occasional community survey helps a program director maintain a high level of responsiveness to adult learners needs and community needs.

COUNCIL MEETING PLACES

Arrange to have the advisory council visit other adult education programs such as hospitals, mental health centers, vocational schools, and area colleges. Have an open agenda to allow other programs to report on what they are doing in adult education. Get the School members of the Council to coordinate newspaper advertising so that all adult education announcements appear in the same section of the newspaper on the same day. If there are enough adult education programs in the area, prepare an insert or supplement to be distributed by the newspaper on adult education in your area. This gives adults a choice as to which programs meet their needs.

Directors of full-time Adult Learning Centers favoring a system of local agency referrals as the best source of new students are:

RON FRONZAGLIA, ADULT EDUCATION LEARNING CENTER
652 West 17th Street, Erie, Pa. 16502 (814) 455-8004

O.V. HICKS, Director HARRISBURG LEARNING CENTER
1820 Bellevue Road, Harrisburg, Pa. (717) 255-2489

JOSEPH TARRIS, Director APPALACHIA INTERMEDIAT UNIT 8
119 Park Street, Ebensburg, Pa. 15931 (814) 472-7690

B. J. MULLIGAN, Director ABE Wernersville State Hospital
(717) 344-4128

Chapter Six

PAID RECRUITERS

To my knowledge, there are no recruiters in Pennsylvania using ABE funds. But local directors can get CETA workers assigned to work with their schools as public service employees. And the results of our survey indicate that a good number of Pennsylvania's ABE directors favor the use of paid recruiters.

Edie Gordon, Development Center for Adults, Centre County Vo-Tech School, Pleasant Gap, PA 16828 (814) 359-3069

Richard Brown, New Kensington-Arnold School District, Route 56 & 7th Street, New Kensington, PA 15068 (412) 337-6395

Edward Osy, Somerset State Hospital, Somerset, PA 15501 (814) 445-6501 Ext. 291

Joyce V. Brown and Malveen D. Rakton, Haverford State Hospital, (215) LA 5-9620, Ext. 361, 401

Frank Vollero, Jr., Penn Hills ABE-GED, Linton School, Pittsburgh, PA 15235

John Chiodo, Jr., Farrell High School, Farrell, PA (412) 346-6585

John Chiodo Jr. is a firm believer in using paid recruiters only! He says, "If the recruiter is a well known, trusted resident of the community, he can be effective as an ABE recruiter. In listing paid recruiters as the best way for increasing attendance, I was calling on an experience here in Farrell. A middle aged man, who was born and raised here, was given a CETA job with the Urban League acting as the sponsor. The man more or less developed into a quasi-recruiter by his own design. He was well known in the community, a high school dropout himself, and had access to places where our undereducated and unemployed hang out. Most of his working day was spent talking to these people, both male and female, and making recommendations to improve themselves. He enjoyed unobstructed communication with my office. Between the two of us we would help these people to the best of our abilities. In summary, it seems a paid recruiter, per se, is not the answer. This paid recruiter must be a product of the community and have a personality to mingle with these people who need our help. I realize it is not feasible for Adult Education to fund this person, however, any local agency could." (John Chiodo, Jr. Guidance Coordinator, Farrel Area School District, Farrell, Pa. 16121)

At the State Directors level, Luke Easter, State Director of Adult Education, the State Department of Education, Nashville, Tennessee believes paid recruiters are most effective in reaching the least educated. But he recognizes that there is no way that ABE money can be used for this, but that only as other agencies such as CETA participate in ABE programs can recruiters be used as part of a training program for unemployed. (Luke Easter, Dept. of Education, 111 Cordell Hull Building, Nashville, TN 31219 (713) 741-7012

The Portsmouth Virginia School District used paid recruiters to do area saturation with brochures, and door to door visitation. They were trained how to conduct themselves and what to say. They provided the personal contact that made recruiting so successful in Portsmouth, particularly among blacks. (page 13 Portsmouth Report) They were given professionally prepared materials (bumper stickers, story books, comic books, gift certificates, decales, posters - all easily identified with a common logo for Adult Continuing Training (ACT) in Portsmouth for distribution. Most of the promotional items were delivered by ABE students who were paid for their services. They were instructed on how to distribute the specified items within a geographic sector of the city that had been targeted as one with a large ABE population. On door to door visitation they knocked on each door and spoke with an adult at each household. Where there was no answer material was left at each door. (pages 16-17 Portsmouth Report)

The personal contact was carried out with an adult member of each household told the following:

"Hello, my name is_____. I am a student at Adult Continuing Training of Portsmouth Public School. I am visiting this area to see whether you are aware of our adult education programs. Do you know about our evening high school program? We also have programs for pre-high school preparation. I'd like to leave some information on them with you. It contains a listing and description of our centers and phone numbers for further information. If you can't use it perhaps you can share it with someone who can. Thank you."

The individual left a brochure and gift certificate for the resident, answering any questions and then went on to the next household. If there was no answer at the residence, the individual left a small card stating:

"Hello, I dropped by to see you and talk with you about adult education programs. I left the enclosed materials for your information since you were not home. If you have any questions or if I can be of further help, please contact the adult education office - 393-8822. Thank you. Portsmouth Public Schools, Adult Education representative."

This card along with the brochure and gift certificate was placed in a small bag and hung on the door knob.

Bobbie L. Walden, past president of NAPCAE and a recent appointment to the National Advisory Council on Adult Education wrote a helpful section on door to door recruitment in her book, RECRUITMENT & RETENTION OF THE ADULT LEARNER published by the Alabama State Department of Education. (Montgomery, Alabama 36109) She cautions that untrained personnel should not be sent to recruit for ABE programs. She believes that recruiters need to be oriented as to the characteristics of adult basic education learners:

* may be very fearful of and intimidated by the school
* will have definite short range goals such as a drivers license or wanting to learn to read
* may have been a failure or a dropout in previous schoolsituations

* have a great need for a sense of dignity and feeling of worth
* will have an achievement level and mode and rate of learning that is very different from every other adult learner
* may have a great deal of knowledge and should not be looked down on.
* may be more nonverbal than verbal
* may possess a negative attitude toward social institutions that represent authority
* may have values, goals and attitudes different from those of the middle class
* may be very fearful of competition and testing
* may have a slower reaction time and suffer some decline in sight and hearing
* have a great deal of experience in living
* will be a part-time learner, often with heavy responsibilities at home, on the job, in the church, and in the community
* expects information to be relevant
* is a voluntary learner
* may come from a low economic background (be poor)
* may be a highly successful and respected member of the community

(pages 4-5)

Dr. Walden things that employees of the ABE program that live in the community make good recruiters since the people already know them, and they know the people. One essential for being an effective recruiter is commitment.

"The essential factor is to know and understand the people, their problems, attitudes and desires. Many are shy, retiring, non-communicative; some are worried, frustrated, and work long hours at menial tasks. Their lives have been filled with one disappointment after another. There are those who feel it isn't worthwhile. Some left school at an early age, vowing never to return. Others are hungry, ill-clothed, and would not dare enter a public building."

The desirable characteristics for recruiters Dr. Walden lists are (1) commitment, (2) concern for people, (3) dependability, (4) patience, (5) ability to accept people as they are, (6) be able to take rebuffs, (7) know the community, and (8) understand the nature of the ABE program. Walden then has a pep talk for recruiters before they go. They are to be themselves, be honest and sincere, know their objectives, and know what the ABE program is and what it offers. They are not to rush, spend as much time as needed to adequately explain the program, and know exactly what area they are to cover. They are not to try to recruit everybody in one day, or they will get discouraged. It is better to recruit a few than do a poor job in an entire neighborhood. (pages 6-7)

She has a few warnings - don't go inside the house if the person appears high on drugs (dull eyes, drowsiness, slurred speech). Also -- do not go inside the house if it is full of men and you are alone.

While you are there greet the potential learner warmly and identify yourself. Look at the person and catch the persons attention with a smile. Address the individual by name if possible. Be emphathetic. Try to identify yourself with the person's feeling and thoughts. Give the adult the flyers or brochures and explain them:

"Adult Basic Education programs keep all records confidential.
Programs are free.
Learners will not lose benefits from other programs such as welfare or social security.
Adult Basic Education can give some of the basic skills needed to find a job.
ABE can open the door to job-training programs if there are any in area.
ABE classes are good places to make new friends.
ABE teachers care about their students. (page 8)

I always assure them that they haven't stopped learning just because they have been out of school. I explain how they continue to learn just by living while history is happening. I assure them that they know more now than they ever did before.

One key suggestion made by Mrs. Walden is that the recruiter should listen carefully to identify needs, ambitions, help the person to express their interest and formulate goals before even going to class. (page 9) Giving examples of other adults who have lived in similar circumstances or have had similar problems but have benefitted from the program helps. That is why recruiters need to be familiar with the local ABE program. (page 9)

After leaving it is good to make notes. By use of a notebook or cards the recruiter can indicate those names and addresses that are potential students worthy of follow up. (page 10)

J.B. Bolin, Jr. Supervisor of Adult Education Program for the Knox County Schools (Knoxville, Tennessee 37920 (615) 579-0860) writes, "For many reasons the Adult Education student is best recruited by a personal contact. If that contact is made by a student who has successfully completed the program or one currently enrolled, I believe the contact is just that much more positive. Therefore, if some strategy could be developed whereby students could be compensated as recruiters, it would appear to me as a viable and productive effort."

He continues, "For a long time I have thought that we as educators - our experience reposing largely in compulsory, public education, have failed to make adult education opportunities properly attractive to potential students. There is much to be said for American know-how in commercial advertising. Perhaps some pilot program could be tried with a hard sell approach, tried and based upon cost effectiveness, success of students, and in terms of the general benefits to society that we know results from ABE. Of course, I believe that recruitment is useless unless students are brought into a program that wants them for their unrealized potential and further that once brought

in that student will be exposed to a staff of trained personnel who are involved in an ongoing program of personal and professional development." (J.B. Bolin, Jr. Supervisor, Adult Education Program, Dept. of Education, Knox County, P.O. Box 9660, Knoxville, TN 37920 (615) 579-0860)

Henry L. Wilson (Coordinator, Adult General Education for the School Board of Leon County, Tallahassee, FL 32304 also believes paid recruiters are an effective means of recruiting the least educated. In his recent report ADULT ILLITERACY-OUTREACH AND RECRUITMENT, he describes efforts to serve the illiterate adult population of four Leon County communities of Bond, Charies, Miccosukee and Woodville. Surveys revealed that each of the communities where outreach was planned had over one-third of its adult population over 25 years of age with less than an eighth grade education. Each had a significant percentage of its population living below the poverty level:

Bond had 61% population with less than 8th grade education with 47% living at a poverty level
Chaires had 41% population with less than 8th grade education with 33% living at poverty level
Miccosukee had 55% of the population with less than 8th grade education with 41% living at a poverty level
Woodville had 39% population with less than 8th grade education with 24% living at a poverty level.

Leon County is located along the northern border of Flordia about midway between the state's eastern and western boundries. Tallahassee, the capital city of the state, is approximately 15 miles south of the Georgia-Florida line. Leon County has a population of 142,000 citizens of which 88,500 reside in the city of Tallahassee.(page 2)

The program of outreach and recruitment was to recruit 75 illiterate adults during the 1978-79 school year, and involve at least fourteen other local and state agencies in coordination and delivery of human services needed by illiterate adults and develop on-going activities and services for illiterate adults through reading instruction in ABE classes. (page 4)

The initial outreach was to get help from community groups, and civic groups to help identify the illiterate. Then visitation would be made to their homes to establish rapport. After trust levels were established between adults and visitors, literacy instruction would be provided in their homes. When students gained enough confidence in the program, they would be encouraged to attend existing ABE classes. An informal assessment of their human service needs would be made by means of interviews. Program specialists accompanied volunteers to the home of each adult. They assessed their human resource needs. The volunteer continued to instruct the person in the home using an individualized program of study. (page 7)

THE RESULTS

Project Adult Illiteracy Outreach and Recruitment has been successful in meeting and exceeding its objective in each of the four communities involved. Much was learned from this project in terms of recruiting among diverse groups of people in both urban and rural setting. Some things learned were peculiar to the particular community, but much will be applicable in general where efforts of this type are made.

Objective # 1 Recruitment

Recruitment by personal contact was the approach found by the four to be most fruitful. By far, the majority of the 116 clients served by this project were recruited in this way. Roughly, 620 personal contacts were made. This figure includes follow-up contacts. Two new ABE classes were filled and four existing classes were filled.

Objective # 2 - Agency Involvement

As a result of contact with clients and ABE instructors, program specialists determined the needs which were in part met from interaction with 17 agencies: (1) Farmers Home Administration, (2) Leon County Nurse and Social Work, (3) Leon County Public Library, (4) Florida Department of Agriculture and Consumer Services, (5) Telephone Counseling Service, (6) Center for Creative Employment, (7) Leon County Health Department, (8) Leon County Home Extension Service, (9) Florida State Vocational Rehabilitation (10) Goodwill Industries, (11) Florida State Employment Service, (12) Florida State Department of Energy, (13) FAMU and FSU Adult Education Departments, (14) American Bar Association, (15) RSVP, (16) FSU Career Education, and (17) Adult Vocational Guidance and Career Skills Program. These agencies provided staff, materials and services to the ABE classes and to many individuals through referral.

Objective # 3 - On Going Activities & Services

The problems of child care and transportation were difficult to address effectively and efforts met with varying degrees of success in each community. Transportation to and from classes was provided for many by the program specialists personally who were the paid recruiters. Twelve clients were served in this way. One community was able to establish child care services through most of the project. Thirteen families and thirty-one children were served in this way since the project's beginning.

Here was an example of recruiters who served as need assessors. They helped adult students by identifying the need they had and getting a cooperating agency to provide the need. The benefits of the program apart from serving felt needs of adults who were poor and illiterate, were high volunteer participation and increased agency commitment to the illiterate. Volunteers were recruited in all communities and employed in providing tutoring either in the client's home or at the school site. (LEON COUNTY REPORT ON RECRUITING ADULT ILLITERATES)

PAID RECRUITERS IN A LARGE URBAN COMMUNITY

Donald A. McCune, Director of Adult Education Field Services Section for the Department of Education, Sacramento, California directed me to a project that he identified as the most effective example of paid student recruiters. It was the WATTS OUTREACH PROJECT which was funded for two years as a Section 309 Project and continued through a Section 306 funding. It dealt strictly with illiterate Black adults from the Watts area of Los Angeles.

"According to the 1970 United States census, over twenty-five million adults sixteen years or older have less than an eighth grade level education, and of this number, more than twelve million have not achieved the equivalent of a fifth level of education. Statistics reveal that the overall educational level of Blacks is significantly lower than the national average. It is found that the median school years completed by Blacks is 9.9 while the national average is 12.2. The percentage of Blacks with less than five years of schooling is 15.1% while the total population is 5.3%.

"Blacks comprise an unusually low percentage of the total ABE enrollment and offer a difficult recruitment problem; therefore, there is a great need for a program involving the experimental use of various recruitment methods and procedures for reaching this target population.

"The two major goals of this two-year demonstration project are: (1) to increase the ABE enrollment in the Watts area by 50% the first year, (2) to reduce the dropout rate by 10% that same year and by 20% the following year.

"Evaluation measures include a compilation of month-by-month comparative enrollment statistical data, a student evaluation instrument, and services of an external evaluation team. Effective recruitment methods developed, tested, and demonstrated will be made available to other ABE programs for adaptation. (copy of ABSTRACT prepared by Aryola Taylor, LOS ANGELES CITY SCHOOLS).

The Watts Adult Basic Education Outreach Program was officially initiated at the Watts Adult Education Center on September 8, 1975 to recruit and retain more adults in the ABE program. The goals of this special project were:

1. To increase the current Black attendance at the Watts ABE Center by 50% in the first year and 100% in the second year.
2. To reduce the present dropout rate of the target population by 10% for the first year and by 20% for the second year.
3. To determine the most effective means of publicizing the ABE program in the Watts community.
4. To establish cooperation between the Watts ABE Center and public/private community and social service agencies as well as the mass media.
5. To increase the number of students who will acquire the eighth grade proficiency level.

6. To provide counseling services for all participants.
7. To train community aides and utilize their services in the recruitment program.

Aryola Taylor, Project Director of the Watts ABE Outreach Program starts THE FINAL REPORT ON ABE RECRUITMENT AND RETENSION with "sincere thanks to the students of the Watts Adult Education Center whose support contributed greatly to the success of the Watts Adult Basic Education Outreach Program." Take note,Harman and St. John of the Ford Report on Illiteracy!

In Los Angeles, blacks constituted less than fifteen percent of the total ABE enrollment and this low figure was reflected throughout the entire state of California. Various explanations may be offered for this unusually low percentage:

1. Many Blacks needing a basic education program are disenchanted, for too often they have experienced few successes in their previous educational endeavors.

2. The barriers of under-education, poverty, educational discrimination, unemployment, and underemployment which fester the frustrations and personal failures encountered by Blacks have restricted their abilities to live productive and meaningful lives. The educational institutions are viewed as representatives of the "establishment," the "inside" group of which Blacks are the"outsiders." These traditional educational institutions in which Blacks have participated have often failed to provide them with the very basic education skills necessary to overcome these restrictive barriers. (page 1 FINAL REPORT WATTS REPORT)

It may repetitious and perhaps wearisome to continually state that Blacks are educationally and socio-economically "deprived"; however, the needs are of such magnitude that it bears restating. Without a doubt these deprivations have taken their tolls particularly in the area of mental anguish.

According to the 1972 U.S. Bureau of the Census, the median years completed in school by Blacks was 9 compared to 12.2 for the total population. The percentage of Blacks unemployed in urban poverty areas in 1971 was 12.4% compared to 8% for the whole population. Moreover, in the Los Angeles and Long Beach metropolitan areas, the median family income for Blacks was $7,573 compared to $10,972 for all other families. (page 2 FINAL WATTS REPORT)

The program's objectives were to increase the current Black attendance at the Watts ABE Center by 50% in the first year and 100% in the second year. BOTH THESE GOALS WERE ACCOMPLISHED.

1977	1976	1975
794 students enrolled	581 enrolled	382 enrolled
	An increase of 108%	An increase of 52%

The second objective was to reduce the present dropout rate of the target population by 10% for the first year and by 20% for the second year.

THIS TOO WAS ACCOMPLISHED. The decrease for the first year of the drop-out rate was 20.8% and the second year was 25.5%.

The third objective was to determine the most effective means of publicizing the ABE program in the Watts community.

THIS TOO WAS ACCOMPLISHED. Referral data was kept on each student. The greatest number of new students were brought to the Watts Education Center by other students who by word of mouth recommended the program.

Other methods of recruitment were less effective.

TYPE OF REFERRALS	PERCENTAGES		
	1975	1976	2 YEAR AVERAGE
Students (word of mouth)	35.7	46.2	40.9
Other Agencies	10.6	5.8	8.2
Newspaper	9.2	5.9	7.5
Jordan/Locke Main Office	8.5	8.9	8.7
Flyers	7.1	12.6	9.8
Employment Development Dept.	6.6	2.7	4.6
Friend (word of mouth)	5.8	5.3	5.5
Other Schools	4.3	3.0	3.6
Watts Skill Center	3.4	0.8	2.1
Radio	2.8	1.0	2.0
Parole/Probation	2.5	3.7	3.2
TV	2.2	2.8	2.6
Dept. of Public Social Services	1.3	1.3	1.3

A breakdown of groups providing most students shows the following:

	1975	1976	2 YEAR AVERAGE
Word-of-mouth:	41.5%	51.5%	46.5%
students	35.7	46.2	41.0
friends	5.8	5.3	5.55
Media:	21.3%	22.4%	21.8%
newspaper	9.2	5.9	7.5
radio	2.8	1.0	2.0
TV	2.2	2.9	2.5
flyers	7.1	12.6	9.8
Agencies:	21.0%	13.5%	17.4%
Other agencies	10.6	5.8	8.7
EDD	6.6	2.7	4.6
DPSS	1.3	1.3	1.3
Probation/Parole	2.5	3.7	3.2
Schools:	16.2%	12.7%	14.4%
Jordan-Locke	8.5	8.9	8.7
Watts Skill Center	3.4	0.8	2.1
Other Schools	4.3	3.0	3.6

It should be noted that in the 1975-76 School year 41.5% of the students enrolled through word-of-mouth referrals, an expectedly large number; however, 58.5% enrolled because of the recruitment methods initiated, giving firm credence to the need for effective recruitment activities in an ABE program. (pages 8-9 FINAL REPORT WATTS RECRUITMENT PROJECT)

Objective 7 of the Watts Program was to train community aides and utilize their services in the recruitment program.

All Watts Center ABE students were invited to apply for the aides positions. Applicants were interviewed by a five-member committee consisting of the Project Director and Counselor, two ABE teachers, and an educational aide. Selection was made on the basis of their interview and teacher recommendation.

Orientation of the aides was continuous. They were involved in the following activities:

1. Student registration procedures of new students.
2. Classroom orientation by each teacher so that they would develop a thorough knowledge of the classroom program.
3. Visits with project director and counselor to various community groups and agencies.
4. Door-to-door canvass.
5. Preparation and Distribution of flyers and placards.
6. Advisory Council Meetings.
7. Setting up and manning recruitment tables at markets and agencies.
8. Follow up of absent students.
9. Contacting former students. (page 14 FINAL REPORT WATTS RECRUITMENT & RETENTION PROJECT)

This final report included ten pages of RECRUITMENT METHODS covering methods, findings, and recommendations. If you want these details write to Aryola Taylor, Watts Adult Basic Education Outreach Program, 1625 East 112th Street, Los Angeles, California 90059 (213) 564-2654 The Report also includes a valuable section on RETENTION ACTIVITIES.

Chapter Seven

THE USE OF BULK MAILINGS

One of the least expensive forms of advertising adult education is bulk mailings. For example our budget for radio and TV spots for the past three years has been $1,000. As the cost of newspaper space and radio spots has increased, the number of such spots and the size of the ads have decreased. These ads are limited by the number who read the newspaper and those who might be listening to a certain radio station at the time your ad is aired.

Bulk mailings have the potential of reaching every household in an area you select - the one your adult education program has been designated to serve. The use of SIMPLIFIED ADDRESS saturation mailing is restricted to only federal, state and local governments and school districts. Formerly only units of government had this privilege, but it has now been extended to school districts. The simplified address saved the amount of work preparing name and address lists and cuts secretarial costs since the address used is the same on all pieces of literature being mailed regardless of where mailed and to whom it is mailed. Each piece is labelled:

POSTAL CUSTOMER
LOCAL

Not even the zip codes or the town need to be indicated on this kind of mailing.

HOW TO PREPARE SIMPLIFIED MAILINGS

First of all you need to go see your local postmaster, and identify yourself as being with the local school district or government unit such as the Department of Education you work for an ask for permission to make a simplified address mailing.

Then you sit down with the person in charge of the Carrier Delivery Section of the Postal Service and get information as to the exact number of households or addresses in the zip codes you want to serve. This number changes constantly as new homes are built, and others are burned, abandoned or destroyed. Urban areas will usually register declines while rural and suburban areas will register increases.

I made a mailing in 1975 and one in 1980 in the city of Lancaster, Pa. and these were the changes reflected by population shift over a four year period.

	1976		1980	
Zone 17601	10,796	households	12,249	household (an increase)
Zone 17602	13,004	households	12,841	households (a decrease)
Zone 17603	18,113	households	17,883	household (a decrease)
Zone 17604	341	box holders	385	box holders (an increase)
	42,254	total mailing	43,358	total mailing

The cost of these mailings has also increased.

Cost of 1976 Mailing	Cost of 1980 Mailing
2 cents a piece	3.1 cents a piece
$845.08	$1,344.10

The same amount spent on advertising in the newspaper and for radio spots, which reaches only a scattered population, can reach an entire city or neighborhood with a piece of literature, a letter, or a brochure. The simplified mailing is one of the most economical methods of recruitment available to adult educators.

Since the amount of money available for advertising is limited, cooperative efforts to make mailings are legitimate. For example, the Adult Enrichment Council that has on its Board representatives of Franklin and Marshall College, Millersville State College, Stevens State School of Technology, and Elizabethtown College could send out a bulletin announcing all adult programs in the area under the sponsorship of the school district. Private schools are not allowed to make simplified mailings. Only public educational institutions. But a consortium of adult education programs are permitted to share the cost of such a mailing as long as it is made under the permit of the public institution.

One adult program has discovered a free method of advertising by bulk mailing. Intermediate Unit 13, under the inspired leadership of Sherry Royce, gets inserts about its adult education programs mailed to residents of the local area included with the phone bill at telephone co. expense. This at least hits all the households that have telephones.

PROJECT ACCESS

If you're out of school between sixteen and twenty-one, and are either unemployed, underemployed or confused about your future, there's a program to help you decide what you'd like to do. It's called ACCESS. It'll teach you employability skills, like how to fill out job applications and make telephone contacts. For an individual appointment call Lancaster 291-5811 or Lebanon 274-3461

On the back side of the insert is printed the following text:

Do you want to return to work after years at home? Are you seeking employment for the first time? Do you think its time for a mid-career change? We provide special help to women returning to work. CALL 397-3200.

The sorting procedure of simplified mailings is different from that of regular third class permit mailings. The mail is packaged in packages of 50 each. The uneven number of less than fifty is labeled with a slip showing the number and the Zip code it is designated to serve.

	1976 Mailing	1980 Mailing
Zone 17601	215 packs 50 each	244 packs 50 each
	1 pack 46 pieces	1 pack of 49 pieces
Zone 17602	260 packs 50 each	256 packs 50 each
	1 pack 4 pieces	1 pack of 41 pieces
Zone 17603	362 packs 50 each	357 packs 50 each
	1 pack 13 pieces	1 pack 33 pieces
Zone 17604	6 packs 50 each	7 packs 50 each
	1 pack 41 pieces	1 pack 35 pieces

Each pack is labeled with a zip code. The advantage of this mailing system is that the work (and the expense of preparing the mailing) is considerably less than that involved with Third Class mailings where addresses, and sorting is done by zip code and packaging is more complicated.

The cost of these mailings is then paid in advance to the Postal Service. You submit a purchase order or bill to the Business Office to have advance payment of the exact amount of money needed to cover the cost of the mailing. Money must be on deposit in advance before the mailing is made.

It is very important to consider the size of the literature or brochure being mailed. To estimate the cost and figure the rate you need to know the weight of each piece. By carefully planning the size and fold of your letter, pamphlet, brochure, bulletin, and catalogue, you can keep the cost at a minimum. Standards of size and weight are much stricter now than formerly, especially the minimum size permitted. (See Rates for Bulk Mailings)

There is one disadvantage in using the simplified mailing system. You may get complaints from some taxpayers that you are wasting their money, especially if the program you advertise is one they don't need. But such people should be reminded that the cost of using this method of reaching the under-educated and least educated is less than any other method, and that not to reach them is far more costly to the country because of the cost of welfare, lack of productivity and loss in quality of life. When viewed in this way, 3.1 cents should sound like a good investment.

OTHER MAIL SERVICES YOU CAN USE

There are other mail services or classes of mail you can use. Third Class mailing by non-profit organizations is another inexpensive means of maintaining a public image for your program. The more the community hears about adult education programs, the easier it is to recruit students that need a basic education because a climate is created that is favorable to adult basic education.

For this reason, I have used special mailings, as time and money permits to special target populations who are helpful in passing on the adult education message to the least educated. By asking the question, "Where does everybody go?" you can decide where to make your mailing. The answer to this question is a helpful guideline for direct mailings. Everybody gets sick and goes to the doctor, clinic or hospitals. Since the least educated often are on welfare and get medical cards, and the poor are the most likely to be sick, greater numbers of the least educated can be reached by making direct mailings to physicians to put in their waiting rooms, clincis and hospitals. Who of us has not wished for some reading material while waiting for the doctor?

I have had the data processing staff of the School District of Lancaster put on the computer a list that includes the following:

Physicians, dentists, clinics and hospitals
Personnel offices and presidents of industries
Businesses and labor unions
All attorneys (the poor are often involved in litigations)
All agencies, and their directors
All recreation centers, senior citizens centers
All school districts, principals, counselors
All counseling centers
All pastors

The mailings to physicians and industry people are the most successful in recruiting students. Also included in my computerized mailing list are:

All county officers (update the list after every election)
All city officers (update the list after every election)
The mayors and officials of townships
All school board members (old and new)

It is important to watch your newspaper for names of important people. For example, in Lancaster five years ago there was a Taskforce set up by the city and county government called LANCASTER TOMORROW. It was a group representing a cross section of leadership from industry, business and education as well as minority groups. The taskforce was chaired by the head of the County Planning Commission. Its mandate was to set community goals and priorities for the coming decade. Its program was to seek downtown revitalization, land use, environment, housing, income, social services, criminal justice, education, recreation, transportation and historic resources. The newspaper included their names and addresses in the article. By making mailings about adult education to them we were able to keep them informed about the role adult education plays in the future of this community.

A local volunteer organization publishes a yearly directory of administrators of social services and this list is a valuable resource not only for counselors to make referrals, but for mailings concerning ABE.

PROVISIONS FOR THE USE OF THIRD CLASS BULK MAIL

The Postal Service processes and delivers third class bulk mail at postage rates favorable to the mailer because the bulk characteristics of this mail mean it is less costly to handle. Following are the main procedures governing use of the third class bulk rate:

1. The mailer pays a fee of $40.00 per calendar year to mail at the bulk third class rate.

2. If postage is to be applied by a permit imprint, an extra fee of $30.00 is charged for a mailing permit. It is paid once, and the permit remains valid indefinitely providing at least one mailing is made under the permit during a 12 month period.

3. All bulk mailing must be mailed at the post office at which the mailing permit, or postage meter license, is issued. The mailings must be deposited at the weighing section or other accepting location designated by the postmaster.

4. For each mailing there must be at least 200 pieces, or the total weight of the mailing must be at least 50 pounds. The pieces must be separately addressed to different persons and must carry postage paid either by meter stamp, permit imprint or pre-cancelled stamps.

5. The pieces of mail must be identical in size and weight. The address of each piece must include a ZIP Code. The pieces must be presorted and bundled or sacked according to specifications set forth at issuance of the third class mailing permit.

NON-PROFIT THIRD CLASS

Certain non-profit organizations qualify for special third class bulk postage rates. Additional information is available from your postmaster, who can also provide Form 3624, the application to qualify. If required, please send a written request to the postmaster for supplement number two. The unit requesting the supplement must qualify as a non-profit organization.

GENERAL DISTRIBUTION THIRD CLASS MAILING

A mailer wishing to make a general distribution of third class mail to boxholders on rural routes, families on rural routes, or all boxholders at a post office not having carrier service may address the mail omitting the names of individuals and box or route numbers if he uses this form of address:

RURAL (or Star Route) Boxholder

CITY (or Town), State, ZIP Code

A designated employee in the weighing section in the post office where bulk mailings are accepted verifies the mailer's statement which must be completed and submitted by the mailer with each mailing as follows:

Form 3602 STATEMENT OF MAILING MATTER WITH PERMIT IMPRINTS, for mail with permit imprints.

Form 3602-PC, BULK RATE MAILING STATEMENT - THIRD-CLASS MAIL, for mail bearing precanceled stamps or meter stamps.

PREPARATION OF MAIL IN PACKAGES AND SACKS (CARTONS)

Package labels are used to show the destination of a package when the destination cannot be determined by the arrangement of the pieces in the package or by the sack label. Paper slips may be used as the package label, or the top piece or wrapper may be marked or stamped with the package label information required. Label information must be legible.

MAXIMUM WEIGHT IN A SACK

The total weight of pieces placed in one sack must not exceed 70 pounds. When sack labels are furnished by the postmaster, the mailer is not required to place his name on the back of each label. Sacks with unauthorized labels, tags, or markings are not acceptable for dispatch.

The address on each piece must include the ZIP code. There are some exceptions, however. The ZIP code may be omitted from pieces bearing a simplified address (mentioned in the beginning of this chapter), from pieces presorted and bundled by the mailer to city, rural, or star route, and from pieces presorted to five-digit ZIP codes.

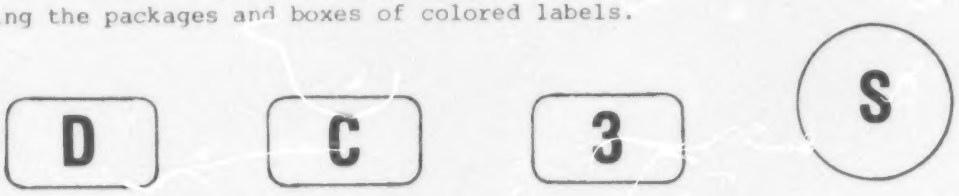
PRESORTING AND PACKAGING YOUR MAIL - SUMMARY OF FIVE STEPS

All the materials needed for pre-sorting and packaging your third class mail are available free from the Postal Service. They provide labels, and rubber bands. When there are 10 or more individually addressed pieces to the destinations described, they should be sorted into five categories and labeled:

1. The first sort is to set aside all FIVE DIGIT ZIP CODE NUMBERS. Put them in packages tied by rubber bands and put label D on package.
2. The next category is MIXED CITY. When you don't have 10 of each you can put them together and put label C on each package.
3. Then sort all that have identical zip on first THREE DIGITS. All these should be packaged together when you have ten or more. Label each package with a 3.
4. Then sort those that all go to the same State. Put in packages of 10 or more to any one state and label S.
5. Last of all Mixed State. Write on a white facing slip to cover the top address marked MIXED STATE.

Remember, 10 or more pieces are required to make a package of mail.

The Postal Service will provide a Third Class mailer with all the materials needed to process the mailing. This includes rubber bands for binding the packages and boxes of colored labels.



Six ABE Directors in the United States favor using bulk mailings as most effective means of recruitment and served as resource persons for this chapter. They are:

Herbert H. Golden, Caroline County Public Schools, P.O. Box 529 Bowling Green, Virginia 22427 (804) 633-5088

Sam Gruber, Rural Route 1, Mechanicsburg, Pa. 17055

E.J. Hall, Kane Area Adult Education, Kane Area High School Kane, Pa. 16735 (814) 837-7641

Andrew McBride, William Penn Adult Basic Education 7th and Spruce Streets, Darby, Pa. 19023 (215) LE 4-5350

Charles Ness, Euclid Board of Education, 651 222 Street, Euclid, Ohio 44123 (216) 731-8033

Edward R. Sudzina, Duquesne Public Schools, South Third Street, Duquesne, Pa. 15110 (412) 469-1191

PRINTED BROCHURES

Attractive brochures are a help in reaching people by a variety of ways. When given by personal contact, or passed out door to door, they are excellent for the person who is not yet ready to attend an ABE class. Perhaps family circumstances don't permit study now, but it is something that can be retained with information as to where the classes are held and when.

Brochures are also used for distribution by children who take them home from school. Such distribution must be arranged through each principal in the district or city served. But sending home brochures with children is problematic, for inevitably many brochures never reach home.

Brochures are useful for mass distribution by mailings. They can be targeted to specific populations. They are handy for agency people wanting to make referrals even when clients can't read. The non-reader usually has someone at home that knows how to read.

It is important that brochures be eye catching - attractive. One program that used a professional advertising technique was the research project on COST EFFECTIVENESS RECRUITMENT in Portsmouth, Virginia. The first recommendation by the promotional consultant concerned the identity and theme of the program. The designation of the Adult Basic Education program was changed to Adult and Continuing Training or the acronym, ACT, for the following reasons:

1. The establishment of a more positive image, without the negative connotations of the old program, helped promotion and recruitment efforts.
2. A new image lent itself to more publicity opportunities, thereby increasing public awareness and support of the program.
3. By establishing a new identity for the ABE program, its impact and effectiveness could be more readily measured by researchers for purpose of evaluation.

Continuing Training eliminates the demeaning aspects of the "basic" designation and avoids the negative connotations that education holds for the many members of the program's target population. The ACT acronym is short, strong and distinctive. It is an easily remembered "do" word which lends itself to the central theme of the program that under-educated individuals can improve themselves only if they take the first step and act on their own behalf.

Some of the slogans which developed from the ACT acronym included:

"ACT now for a better tomorrow."
"It's time to ACT to improve your life."
"Get ahead, get into the ACT."
"If you lack, get into the ACT."
"Take action, join ACT."
"Get your ACT together."
"I got my ACT together."

Such slogans were incorporated into promotional, informational, and public service materials and were designed to reinforce the program's new identity and benefits. A distinctive logo was also developed to serve as the symbol of the program and to help establish its new image. This logo was adopted for the department stationary, and was displayed on all promotional and informational materials. (pages 6-7, PORTSMOUTH REPORT).

Brochures are good for use where personal contacts are made. When door to door distribution is done it is well to prepare the recruiter to carry on a conversation:

> "Hello, my name is _____. I am a student at _____. I'm visiting this area to see whether you are aware of our adult education programs. I'd like to leave some information with you. It contains a listing and description of our centers and phone numbers for further information. If you can't use it, perhaps you can share it with someone who can. Thank you." (pages 16-17 PORTSMOUTH REPORT)

Mr. Parent's FINAL REPORT of promotional and recruitment cost effectiveness research for Portsmouth Public School assessed the effectiveness of a given strategy on enrollment in the ABE program by asking the question "How many individuals enroll in the ABE program as a result of a particular student recruitment procedure?" The most effective form of advertising was (first)"where they live,"and (second) a draw between"where they work"and the"schools in the community." So then if reaching them where they live is most effective, the mailing of brochures can be an important part of reaching them where they live. (page 29 PORTSMOUTH REPORT).

Lois F. Gilliland, GOAL Coordinator for the North Central Technical Institute, Wausau, Wisconsin wrote in her final report, "Recruitment began with the contact of various agencies, organizations, and community leaders. Brochures were placed in stores, businesses, banks, offices, laundromats, and other appropriate sites. The local laundromat in Mosinee was a good recruiting spot, bringing new students to ABE classes. The bank, doctor's offices, and the local pharmacy were other successful recruiting spots." (pages 3-4, PILOT TESTING OF EXPERIMENTAL MODELS FOR RECRUITMENT AND RETENTION FOR OUTREACH CLASSES.)

BROCHURES IN OTHER LANGUAGES

If there are large numbers of non-English speaking adults in the community to be served by your adult program, then it is important to prepare brochures in the native language of the people you are trying to reach. These can be distributed in churches, Buddhist temples, mosques of the language group you are trying to reach, as well as in their community centers, and businesses; for every ethnic community has its own business, cultural and religious life. Religion and culture are important to ethnic peoples, so special efforts should be made to reach these centers.

Billy Watson (East Texas Adult Education Program, Rusk, Texas) writes that the most effective use of brochures in Rusk is to send them home with school children. Franklin E. Andreas, ABE supervisor, Carbon County Area Vocational Technical School agrees. "The flyer sent home with the students was also printed larger (11" x 17") and posted at various shopping malls and stores in the communities of Carbon County. We had them printed by one of the local newspapers for a very reasonable price and paid for it with money the Vocational Technical School receives for administering the GED test."

Among Pennsylvania directors who favored the use of brochures as the most effective means of recruitment was Boyd E. Lehman, Administrative Assistant for Adult and Post Secondary Education of the Greater Johnstown Area Vocational Technical School. He wrote, "The method we use in distributing most of our adult education brochures has been developed through about five years of research. At first we distributed materials to all grades in the elementary schools in the area. We discovered that first graders have a tendency to lose materials, fifth and sixth graders did not take the materials home. Fourth grade was marginal, but second and third graders took everything home. We also discovered that the parents of these students were prime candidates for adult education and were interested in advancement in their employment."

"The superintendents and principals are extremely cooperative and have the teachers hand out the brochures to the students. We usually distribute 4,000 brochures via this method in 20 different schools. Another 4,000 are distributed to agencies, industries and various commercial facilities." (Boyd E. Lehman)

Everett E. Nicklaus of the Somerset County Area Vocational Technical School concurs that the brochure is a most effective tool. Most of the people favoring brochures work at vocational technical schools in Wisconsin, Texas and Pennsylvania. Perhaps the reason for this is that many vocational technical schools have print shops.

In the Lancaster School District we print 15,000 brochures a year in three different languages (9,000 English, 5,000 Spanish, 1,000 Vietnamese) They are distributed by mailings, and personally door to door. We knock on the door and present the brochure with a greeting and smile adding a personal touch.

The Portsmouth, Virginia School District prints in addition to a professionally designed brochures, many other materials that attract special groups - comic books, posters, gift certificates.

The WATTS REPORT,which documented the results of various methods of recruitment over a two year period,increased by 100% the numbers of blacks attending ABE classes and at the same time cut in half the number of drop outs from the program,has the following to report on the use of flyers:

METHODS	FINDS	RECOMMENDATIONS
1. FLYERS, PLACARDS		
Flyers were distributed to local elementary schools housing projects, utilities, community agencies, shopping areas, hospitals, medical centers, business and churches in Watts area. Data was maintained on effectiveness of flyers, placards. During the 76-77 year there were community-wide mailings. A professional mailing service was used in order to accurately reach specific target population.	Flyers produced 12.5% of all referrals, an increase of 5.5% over previous year. Four community-wide mailings were made a year. Professional mailing was most effective. Door to door distribution by students was especially effective when used as part of neighborhood canvass.	Make flyers attractive. Don't use white paper. Ask artistic students to design them. Use simple words, Who?What? Where? Send thank you notes to agencies that distribute flyers. Give them to students for distribution. Make note of dates of parades or activities attracting large numbers and pass out flyers.
2. COMMUNITY MAILINGS		
Flyers, brochures, and newsletters were mailed on community-wide basis 1976-77.	Very successful because it was consistent. This method should not be used alone, but in combination with other methods.	Decide what zip code areas you want to cover and prepare mailing as per instructions. Make mailing on weekdays, not weekends or over holidays.

METHODS	FINDINGS	RECOMMENDATIONS
3. FLYERS VIA SCHOOLS ELEMENTARY, JR. HIGH	Only reasonably successful with elementary, but not with Junior High at all. Distribute via children at least 3 times a year. Keep record of how many are sent home from each school. Check new enrollees to see response.	Ask for the opportunity to appear before school teachers to present your plan to send brochures home with students. It is important for them to know what you are doing, not just principals. In parent-teacher conferences, they may recommend adult education to parents when appropriate.
4. FLYERS AT PUBLIC EVENTS	Noticeably successful but not easily measured. Gives ABE much wider exposure.	Try to include your school in any local parades. Pass out balloons or other eye catching devices during these events.
5. BROCHURES Get an artist to do art work, or have student competition for best layout.	An invaluable means when it is only method of contact with outsiders.	Make brochure colorful and to the point. Mail to specific areas of community using Zip Code targets. Distribute to agencies and places where people gather.
6. DOOR TO DOOR CANVASS BY STUDENTS Students were asked to volunteer time to help in canvasses. A good project for student organization.	Very successful for potential students. Students make a positive impression.	Use students in groups only, every 4 to 6 weeks and provide them with free lunches. Have an orientation session on how to canvass. Provide them with I.D. cards.

METHODS	FINDINGS	RECOMMENDATIONS
7. VISIT COMMUNITY AGENCIES GROUPS.		
All major agencies in Watts area were visited. Some agencies sent representatives to school to visit ABE Center. Some provided regular services at the Center such as Job Specialist from the Employment Office and a counselor from Public Assistance.	Agencies represented 17.4% of all referrals during two-year period. Community agencies were most helpful because they serve same people in need of ABE.	Use letter for initial contact, and be sure to include all pertinent information. Request opportunity to make presentation to staff. Prepare slide-tape presentation on Adult Education. Use visuals and be brief. They don't have time for long meetings. Invite them to visit school. Ask them to provide services (case-workers, counselors) at school.
Be sure to contact the following: Vocational Rehabilitation, Public Assistance, Employment Office, Housing Projects, Medical Centers, Health Centers Clinics, Hospitals, Rotary Clubs, Civic Organizations, YMCA, YWCA, Veterans Adm. PTA, Social Security, Legal Aid, Public Library, Ministers, Chamber of Commerce, Community Action Programs, Child Care Centers. Probation/Parole, Youth Organizations etc.		
8. INFORMATION PACKETS TO VARIOUS AGENCIES		
Agencies viewed receipt of packet as indication of importance granted their agency by your program.	Include your School Board in this everytime new members are added. Send annual reports, copies of student news letters.	Attempt personal visit to staff meeting. Ask them to return visit. Offer them services and keep them informed on progress of people they refer.
9. NEWSPAPER		
News release given major newspaper in local area.	7.5% of students came as result of newspaper articles or ads. News articles most effective during summer school.	Make your articles short. Answer Who? What? How? When? Where? Send copy to city editor.

METHOD	FINDINGS	RECOMMENDATIONS
10. INFORMATION TABLES AT VARIOUS AGENCIES		
Information tables were maintained at five major agencies for two years. Each agency was visited twice a month. Aides passed out flyers and brochures and answered questions.	Good activity because it gave first hand information orally. But it must be used in combination with other recruitment methods to gain results.	Request space by letter to agency dealing with greatest number of people on a daily basis, such as D.P.A., Employment, Social Security and Medical Clinics. Prepare attractive display. But don't let it unattended. People draw people. Arrive and leave on time. Clean up after leaving. Train students or aides to speak on behalf of program.
11. RADIO SPOT ANNOUNCEMENTS		
Radio spots using music and dialogue of two students held special appeal. Also use famous personalities or sports figures.	Radio represented 2.0% of all referrals during two year program. They reach only the listening population. Professional quality makes spots more effective.	Visit radio station and talk to their managers. Take along letters for background information. Make sure radio announcements conform to specifications of each station. Write interesting spots. Contact talk show programs for appearances by gifted staff, students, graduates.
12. TELEVISION SPOTS		
WATTS ABE program was featured on 30 minutes program "Steps to Learning," for two years. Spot announcements appeared on four TV stations in Los Angeles area: KABC (Ch 7), KTTV (Ch 11), KNXT (Ch 2), KHJ (Ch 9)	2.5% of all referrals came as result of TV spots over a two year period. Major problem is ads are broadcast to much wider area than local WATTS population.	Make contact with managers of stations. All commercial stations must give time for public service. Invite them to visit the school. Give them information on success of your program. Follow format required by screening organization. Ask them to use spot before and after popular programs. Write thank you notes. Inform news director of news worthy events at School. Give management awards.

METHOD	FINDINGS	RECOMMENDATIONS
13. NEWSLETTER' STUDENT WRITTEN NEWSPAPER		
Distribute newsletter quarterly among students and community at large.	Excellent publicity because students enjoy reading articles they have written or stories about themselves.	Mail to agencies and community leaders. If delivered in quantities put in locations where prospective students will likely read them.
14. BUS BENCHES		
Twenty bus benches were donated to publicize Watts ABE program during 1976-77 year.	Reasonable response when used with other forms of advertisement. Good for general exposure, not good when used alone.	Contact advertising company and ask for public service space. Don't make request on holidays or during political campaigns when bus ads are in peak demand.
15. SLIDE-TAPE PRESENTATIONS		
A fifteen minute slide tape was prepared to explain the program.	An excellent device for taking the school to the people. Don't date the presentation by use of names.	Write a good script and use only clear, sharp photographs. Get someone with a good voice to narrate the script. Show lots of students and graduates in your pictures.
16. BUMPER STICKERS		
	Not very succesful when used alone. Be sure they are used only on cars with owners consent. Warn against using them on trash cans, mailboxes or on buildings.	Contact companies for donation of bumper stickers. Distribute to students as part of their enrollment packet.
17. MAILINGS TO CHURCHES		
Packets on ABE were mailed to 75 local churches with flyers, brochures and newsletter enclosed explaining the program.	Only one response was received.	Make periodical contact with the churches however let response determine amount of energy expended on this resource. Invite ministers to visit the program and serve on advisory council.

METHOD	FINDINGS	RECOMMENDATIONS
18. LETTERS TO SCHOOL DROPOUTS		
Letters were mailed to students listed by local high school as drop-outs.	Very little response. Senior Highs were reticent about giving names and addresses.	Draft a letter to student. Be sure to personalize the letter. Don't write "Dear Dropout".

Brochures don't have to be expensive. You start simple using a good mimeograph machine. Then as resources become available, get them commercially produced. If your school district has a print shop, ask them to print your publications. Print plenty of brochures so you don't run out and be sure to distribute them regularly so the agencies you cooperate with don't run out.

THE MODEL FOR RECRUITMENT AND RETENTION prepared by Lois F. Gilliland for the North Central Technical Institute of Wausau, Wisconsin provided excellent work sheets for administrators to monitor recruitment activities by describing the kinds of contacts and the frequency of such contacts.

Door to door	Invitations
Letter	Advisory council
Phone call	Information packet
Personal visit	Student newsletter
Slide-tape presentation	TV-Radio talk shows
Brochures	TV-Radio advertisements
Posters	Newspaper articles/advertisements

Resource people who provided help for this chapter were:

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Lois Gilliland, PILOT TESTING OF EXPERIMENTAL MODELS FOR RECRUITMENT AND RETENTION, North Central Technical Institute, Wausau, WI. 54401

Boyd E. Lehman, Greater Johnstown Area Vocational Technical Schools, 445 Schoolhouse Road, Johnstown, Pa. 15904 (814) 266-6073

Everett E. Nicklaus, Somerset County Area Vo-Tech School R.D. 5, Vo-Tech Road, Somerset, Pa. 15501

Billy Watson, East Texas Adult Education Program, Rusk Independent School District, 205 E. Third Street, Rusk, Texas 75785 (214) 683-5623

Chapter Eight

STUDENT WRITTEN NEWSPAPER

The idea of a student-written newspaper originated with a secretary, Virginia Flint, who works at the Adult Learning Center of Fayette County in Uniontown, Pennsylvania. "The Stepping Stone" was produced by the staff and made its appearance on February, 1971. During the years of production, editing, typing and duplication were handled by Virginia Flint, Edna Swaney and Penny Dunmire. The paper was awarded a prize as the best mimeographed newspaper by the publication "News for You " on October 1971.

The staff at the Lancaster Adult Enrichment Center was put on their mailing list and decided to start a newspaper of their own. Called THE LADDER it was also published on 8½ x 11 inch mimeographed paper and distributed principally to students, staff, and immediate families of students and graduates. It was and still is a mixture of school news, prose and poetry.

During the five years that the School District of Lancaster has published a student written newspaper, we have found it to be a superb recruiting and public relations tool. Feedback from the community brings comments like the following:

"I like the stories best in THE LADDER, but they are too short." (A student)
"I like the jokes and recipe section, movie and TV reviews." (Another student)
"I like articles by the students the best. It is an interesting forum of student opinion." (An Advisory Council member)
"It has a creative format and the contributions from the students are varied. An excellent publication." (An agency director)
"I like the style, format, topics of interest. Congratulations on an excellent job. We need people and ideas like this." (An educator)
"Everything about the LADDER is great. Thanks for including me on your mailing list. THE LADDER helps make known the tremendous good you are doing for the people and makes me feel good to be an educator. (An administrator)

The reasons for having a student written newspaper are bountiful. It provides students an invaluable learning experience, something most adults never have an opportunity to do. Besides being a means of instruction for teaching students at their own level of writing ability, it is a means of sharing knowledge of different cultures and stimulating cultural pride among the students by the use of bilingual articles.

Actually a student-written newspaper is a kind of report card that provides students with a form of recognition for their work and their progress in learning to write. It is far better than any other kind of grade. It provides a kind of public commitment to an educational goal by the student that gives additional motivation to continue and complete an educational program. Students like to see their names in print, perhaps for the first time in a positive situation. It is also a vehicle for them to publish their success stories. It gives students a means of measuring their growth and a forum of expression within the community.

A student written newspaper provides a postive statement that adult education is not conducted in a vacuum as so many other programs are, but directly relates to their most personal, family and occupational goals.

The educational value of a student written newspaper cannot be estimated. It exceeds the monetary cost by any comparison. It is the only forum many disadvantaged, poor, information-poor adults have to communicate to the larger community their views and concerns.

St. John and Harmon in the FORD FOUNDATION REPORT: ADULT ILLITERACY IN AMERICA recommend that meetings be held with students. We have always supported this idea, advocating that students and alumni be a part of state, regional, and national adult education conference. (See article on Alumni Associations) Such conferences could be a forum for the least educated to express their concerns. But because most adult students are poor, it may be a unrealistic goal to expect relatively affluent adult educators to open their conferences as a forum for the least educated, unless the conference is held in their home town, which has usually not been done. In two decades of adult education only one conference (a Regional Conference by NAPCAE in Washington D.C.) invited students and graduates to participate. It was one of the best I ever attended.

Adult education programs can use student-written newspapers, and states can use Adult Student magazines to provide a voice so that the local community and the state can hear adult student concerns. If the Department of Education wanted to provide a national voice, adults could speak their minds on adult literacy needs as they see them. Such communication could be carried on at a fraction of the cost of conferences.

WHAT DO TEACHERS HAVE TO SAY ABOUT AN ADULT STUDENT NEWSPAPER?

Here are comments written by the staff of the Adult Enrichment Center.

"When articles are written by students at their own level of ability, it makes it easier for other students to read and much more interesting. This encourages low level readers to try writing as well." (David Sandham)

"I think THE LADDER gives greater motivation to some of my students, especially the ones who want to share their culture with other groups. One of the recent articles that one of my students wrote on Christmas in her country interested the other students because they knew and liked her. A student-written newspaper is a great way for students to express their feelings and ideas." (Dale Mace)

"The student newspaper is also a good means of contact between alumni and the present student body." (Marian Kresge)

"The Student-written newspaper is the first opportunity most ABE students have ever had to see their work in print, as well as their names. The pride they feel with such a visual evidence of their success gives a tremendous boost to their self-esteem, and can be a key factor in motivating them to "hang in there" till a diploma is achieved." (David Sandham)

"Their stories give me new insight into their potential ability, their interests, their attitudes, which ordinarily I would not have by just teaching them mathematics. This new knowledge can often be a key link in promoting better teaching and better student-teacher relationships." (Marian Kresge)

"The newspaper can be an instructional tool, as the nature of the articles are assigned by faculty members. That has enabled me to suggest that some do articles on metrics and another who is fascinated by recipes, on measurements." (Marian Kresge)

"One way the newspaper helps in recruitment is that students express themselves about returning to school as an adult student. The outside is challenged by the success and stories of others whose educational situation may have looked far more hopeless." (Marge Colbert)

"The newspaper gives foreign students a chance to expose their culture and exchange ideas about America and the world, religion, and values with the rest of the student body." (Ada Cintron)

"It gives adult students a feeling of participation and makes them proud of their achievements and their school. (Carl Landis)

"The newspaper's greatest value for the students is that it exposes them to each others cultures and life experiences. Friendships have developed between students that would never have occurred had the one not read something about the other." (Ada Cintron)

"I believe, as an aide, that the newspaper also serves to publicize our work and contribution to the community at large. In addition, it serves to help inform other adult centers and educators about project ideas that have been successful." (Maryfrances Mason)

"Our students show improvement in their use of both spoken and written English after being stimulated by writing an article for the newspaper. Seeing them work on these articles and then watching their expressions when they see what they have written in print is a joy and pleasure that makes our work more rewarding. The newspaper inspires confidence and encourages greater creativeness and expression." (Maryfrances Mason)

"The newspaper gives students a chance to develop writing skills. This is true of the immigrants (recent arrivals from foreign countries) who are expressing themselves for the first time in a new language. To have something they wrote published enhances their pride and confidence, and gives even greater satisfaction because they have articles published in two languages, something the average student cannot do." (Dale Mace)

"Students in English classes take more interest in writing when they have an immediate goal; the prospect of using the newspaper as a "showcase for their writings." (Catherine Gibson)

"The impetus is twofold: When a student is asked, or volunteers to report on an event or subject that he/she has participated in (as part of our school activity) he/she is motivated to organize his/her thoughts for the first time, and really polish his/her writing. This is the mechanical aspect of preparing a student-written newspaper. Students who decide to get involved in the student newspaper by writing articles, regardless of how simple (perhaps just a recipe) get interested in doing more and show more progress than those who write randomly. The truly creative elements enter in." (Catherine Gibson)

"Students who submit creative writings, such as poems, stories, or puzzles, often are reluctant to share these gems of creativity, but ultimately, after the first shock of seeing their work in print, they become very productive and much more willing to write." (Miriam Hershberger)

"Writing for a school newspaper helps student's self-image. When they see their writings in print, they do so with a sense of pride and accomplishment and tend to become more involved in the education process." (Catherine Gibson)

"The best part of THE LADDER is that it gives the student materials to read that they themselves have written." (Mim Hershberger)

"Our school newspaper, THE LADDER gives ESL students in particular a tangible way to see their progress in English. As students see their short articles in print, they gain self-confidence and proudly show the paper to their families and friends. This brings in more students. ESL students are also eager to share their cultures and customs with others. Recipes and articles in their native languages help them to feel that America allows them to be proud of their heritage." (Ada Cintron)

Compiling a mailing list is no simple task. We send THE LADDER to all GED graduates from the Adult Enrichment Center, legislators, school administrators, school board members, local personnel managers, human service agencies, and anyone else who wishes to receive it. We have had four requests from editors and departments of various newspapers (education, women's page, feature writers) and to have them request our "unprofessional student-written tabloid" really makes us feel great! Our mailing list is computerized and printed labels are provided us at request which we affix to folded, stapled copies of the paper. We use a bulk mailing permit (see the chapter on bulk mailings for instructions on how to do this). The cost of mailing 1,000 copies is about $18.00 which makes the newspaper the cheapest form of publicity we have.

Today, THE LADDER, published quarterly by photo-offset process, is eight to ten pages long and has a circulation of 2,000 readers. The step to offset printing occurred in 1975, two years after THE LADDER's inception, and coincided with the opening of a print shop by the School District of Lancaster. The people in the print shop treated us as they would other district organization, and did not discriminate because we were a federally funded program.

HOW TO PUBLISH A STUDENT WRITTEN NEWSPAPER

The following steps are used in publishing a student written newspaper.

1. Publicize the newspaper everywhere in the school with posters and announcements.
2. Ask students what they would like to see in the newspaper.
3. Place assignment sheets with events to be covered in classrooms three to four weeks before the deadline.
4. Evaluate classroom writing for inclusion in the newspaper.
5. Solicit items from staff on activities and coming events.
6. Have students conduct interviews for feature articles.
7. Encourage bilingual articles - foreign students like to read about local customs, current events - anything that will give them more insight into their new community.
8. Include "How to" and "Where to get help" types of articles.
9. Provide a column for births, weddings, deaths of students and graduates.
10. Publish success stories.
11. Use items that teach.
12. Ask for contributions of puzzles, games, recipes.
13. Plan regular features:

An advice column	Director's column
Local lore	Seasonal articles
Upcoming events	Recipes
Alumni news	Fun page
GED graduate lists	Student art and illustrations

You can start by using spirit duplication: type on ditto. After the idea gets going, if your school has a mimeograph, type and use stencils. Finally, aim to have it published by photo offset - this requires layout skills.

The idea of a student-written newspaper has had such an impact in Lancaster, that the Department of Education of the State of Pennsylvania decided it would like an ADULT STUDENT magazine. The Editor of the LADDER, Tana Reiff accepted the assignment. It is a 12-page magazine and has four objectives:

1. To provide a forum for student expression and personal stories resulting from ABE/GED/ESL programs and involvement.

2. To provide motivational instructional material at varying reading levels with accompanying teacher's guides to allow programs in south-central Pennsylvania to teach reading and writing at low levels.

3. To utilize the magazine for the recruitment of new ABE/GED/ESL students by showing them the bnefits of adult education in the writings of students themselves.

4. To distribute the magazine to key legislators and community leaders to demonstrate to them the impact and value of adult basic education programs in the words of the least educated themselves.

Although the "evidence is not all in," it is expected that adults in need of ABE/GED/ESL programs will be reading about other adults and will be motivated by their own stories to contact their local Adult Basic Education program. Names and addresses and phone numbers of these programs are listed on the back cover of the magazine.

Responses to ADULT STUDENT magazine are quite favorable.

"I liked personal accounts." (An educational publishing editor)
"Poems in the magazine are of considerably higher quality...than a great many I have read in more sophisticated publications." (A professor of adult education)
"Magazine is worth having because we can read about our program" (An adult student)
"Shows people what really goes on in these adult schools and what life is like after going back to school." (An adult student)
"A positive motivational tool." (A school administrator)
"Gives incentive to students." (An Adult Education teacher)
"Helps me understand some employees." (A personnel manager)
"This is the best way to advertise". (An adult education teacher)
"Communicates the important story of adult education." (H.S. Principal)

LAYOUT OF NEWSPAPER

1. Line columns on typing paper with non-reproducing pencil.
2. Type articles with best typewriter available; electric is preferable.
3. Cut out articles and lay out on sheets of white paper (drawing paper is good).
4. Determine what artwork is needed. Students may want to do the drawings. Give them specific dimensions. "Clip-art" may also be used.
5. Paste items down with spray cement.
6. Headlines may be hand-lettered or you can use transfer-letters or type set.
7. For help with technical aspects, consult your printer.

SUCCESS STORIES

Another important by product of the student-written newspaper as used by Uniontown Learning Center and the Adult Enrichment Center has been that the Student Written Newspaper idea continues to spread. The Butler County Adult Education/Job Readiness Program, 330 Whitestown Road, Butler, Pa. 16001 has started an Adult Education Student Newspaper called STUDENT CHALLENGE. This newspaper started publication in the fall of 1979 and is published by the Tri-County Community Education Agency. (412) 283-9211.

The ABE Section of the Department of Education has for three years now sponsored a Student of the Year Contest. A panel of judges from the Department of Education review success stories submitted by program directors and honor them at the annual Mid-winter Adult Education Conference. Each year recognition has been given by the Commissioner of Basic Education of the Commonwealth of Pennsylvania to the most outstanding success story. All the applicants whose stories are granted recognition by the Department are published by AdvancE, Millersville State College and are available free.

One result of Pennsylvania's interest in SUCCESS STORIES has been national interest as well. The National Advisory Council on Adult Education published SUCCESS STORIES OF ADULT LEARNING IN AMERICA, which are available from NACAE, 425 13th Street, N.W. Pennsylvania Bldg. Suite 323, Washington, D.C. 20004.

Chapter Nine

INDUSTRY BASED EDUCATION

Fifty state directors of adult education were surveyed on the most effective means of reaching the least educated. That survey showed that students and graduates were considered the best source of new students. But one state director, William Moore, from the state of Virginia indicated that he considered conducting ABE classes in conjunction with industry one effective means of reaching the least educated.

Why should industry cooperate with an ABE program? How can industry profit from such a program? These are the kinds of questions that Mimi Felton answers in her HANDBOOK FOR THE DEVELOPMENT OF A COOPERATIVE ADULT BASIC EDUCATION PROGRAM IN INDUSTRY. In a section entiled profits for industry, she states;"The first question is one of economics and convenience. Cooperation includes the sharing of expenses by both parties thus cutting the cost of the program to industry. If Adult Basic Education funds are used, up to ninety per cent (90%) of the cost of the program can be provided. Also, the industry can use the expertise of the educational program with a minimum of planning or time expended by the industry." (page 5, Mimi Felton HANDBOOK FOR THE DEVELOPMENT OF ABE PROGRAM IN INDUSTRY)

Once industry makes a commitment, what can it expect in return? How can industry profit? Ms. Felton explains that more and more college and high school graduates are being forced down the organizational ladder and are joining the labor market. The employees presently holding labor jobs must be able to compete with educated individuals. It would be to industry's advantage to educate its present employees who might be inferior educationally rather than to hire someone new, since they can be upgraded in their knowledge at 10% the cost by cooperating with an ABE program. Industries that provide educational opportunities for their employees will gain greater loyalty from their employees because they will feel that industry is more interested in them as individuals and not just as workers. Increased employee morale and job satisfaction are probable benefits. Industry will reap benefits for which it is already paying. The first class mechanic, who when hired many years ago did not have to read and write, can now improve his skills and his on-the-job performance for which he is already being paid by participating in ABE classes."

"If the industry's work force cannot read, problems of instruction and safety arise. By providing the basics in reading, writing, and math, employees will be better equipped to take special job training, apprenticeship and safety classes." (page 5 , Felton Report on Industry)

Felton maintains that industry can meet its "social commitment to the community by assisting in the provision of basic education opportunities for employed adults. Increased production, and larger profits for industry through motivated, safe, and more satisfied employees benefits both the industry and the community.

The next question that needs to be asked is:How does labor benefit from Adult Basic Education? Labor organizations are an important part of the cooperative effort in industry. They act as key communicators by encouraging their membership to attend the program. If the program is a cooperative effort of labor and industry, it shows that both can work together for the benefit of the community at large.

The Felton Report states, "Labor organizations generally have as one of their goals the improvement of working conditions of their members. Their concerns are for safety, wages, security, and apprenticeship training, all of which can result from a better educated employee."

Since industry labor relationships are often an adversary relationship (especially during negotiations), it is important for them to find a common area where they can agree. Providing basic educational opportunities for adults can be one such area. An alliance of adult educators, labor and management can be advantageous to all." (page 5 ,HANDBOOK FOR DEVELOPMENT)

A pilot program was conducted at Planters Peanuts in the main plant. At first only a conference room was used, but since there were problems using the conference room because of its frequent use by management, the program director requested expanded space. This was granted because of the success of the program. Planters converted the end of the main cafeteria into three conference classrooms. One classroom was designated for use as an office for the program director, one for storage of program materials and the remaining area for classrooms. This reduced the number of occasions when there was conflict between management meetings and classroom use.

A survey was made of the days employees would most likely attend. This included information as to the best hours that would allow employees and opportunity to attend. Hours were based on the mode of operation - one, two or three shifts, depending on the industry and the amount of production.

The program at Planters provided instruction from 1 p.m. to 6 p.m. on Monday, Tuesday, Wednesday and Thursday. These hours gave employees from the A,B, and C shifts an opportunity to attend classes. Participants working from 7 a.m. to 3 p.m. attend class after work between 3 and 6 p.m. Participants working from 3 to 10 p.m. (B shift) attend class before going to work between 1 and 3 p.m. Participants working from 10 pm to 7 a.m. (C shift) attend classes anywhere between 1 and 6 p.m. Classes are not conducted on Friday because of the probability of poor attendance, since it is the day after payday. Thursday, payday, is also a poor attendance day.

A schedule is established for each participant to attend class two days a week for two hours of study each day.

Planning the program with the cooperation of both industry and labor involved the following: 1. Preplanning meetings held with each of the cooperating parties; 2. Recruitment and registration; 3. Screening and selection of the students; 4. Starting the instructional phase of the program. (INDUSTRY PLAN, page 24)

The pilot program at Planters Peanuts was conducted from April, 1978, until June, 1978. Since it was so successful, the present program was started on September 1978 and is still in operation. No classes are held during the summer months because of the added responsibilities of employees at home (lawns, gardens, etc.). Other summer activities (family vacations, company sports programs) also interfere with scheduling.

Recruitment involved the cooperation of all parties sponsoring the program. Recruitment information must be accurate and realistic and must state the benefits and responsibilities of the participants. Recruitment in industry is carried out with three groups - management, union and the employees. Each group needs to be acquainted with the program's objectives, format, curriculum and expected results. This can be done by holding meetings with each group and by holding an open house.

A meeting with department heads was held well in advance of any publicity for the employees. The purpose of the meeting was to familiarize them with the program and to ask for suggestions. Supervisors had good suggestions for recruiting employees. They were also a help in developing a trade-based curriculum. They can provide staff with knowledge of what skills are needed in industry.

The involvement of the union is a crucial element in the success of any industry based program. The program director made a presentation before the union board and the general membership. Union representatives from the various departments offered to serve as recruiters for the program. They usually have close contact with the employees in the various departments. The program was designed to serve employees who are beginning readers and not able to read literature on the program. (page 25)

The trade union movement was developed to provide for the needs of American workers. One of those needs was education. In 1921 Arthur Gleason cited three purposes for worker education: 1) leadership training for promising leadership within the rank and file, 2) social and civic education of the rank and file, and 3) education for the love of it by the rank and file.

The Bureau of Labor Statistics reported that 344 contracts out of 1,823 contracts that were the result of collective bargaining contained provisions for education and training. Jacobs and Cowden cited that one requirement of education demanded by workers was that the education provided by inexpensive and be accessible." (INDUSTRY REPORT, page 55)

The Planters Employee Training Program directed by Mimi E. Felton was the result of 1977 contract negotiations between Planters Peanuts Inc. and the Local 26 of the Distributive Workers of America. (DWA). This program was operated in conjunction with the Suffolk City Schools and the Virginia Adult Education Service. The objectives were to (1) fill the needed educational requirements of the employees, (2) help them perform their jobs properly, (3) give them a potential to progress to a more skilled,higher paying jobs, (4) assist them to become better citizens, and (5) give them the personal satisfaction that comes with learning.

The program is an example of a cooperative adult basic education effort. Two hundred "blue collar" employees benefitted from the program. The handbook that was published is a help to any program director wanting to establish an Adult Learning Center Program with other industries. The registration indicates that many of the least educated participated in the program. There were 30 students at Level I (0-4) and 10 were at level II (5-8). These low level students were given preference in placement into classes.

Trade related curriculum materials were developed whenever needed by a specific employee. The 112 page HANDBOOK FOR THE DEVELOPMENT OF A COOPERATIVE ADULT BASIC EDUCATION PROGRAM IN INDUSTRY is available from Mimi Edge Felton, Suffolk City Schools, Suffolk, Virginia, or Planters Peanuts Division of Standard Brands, Inc. 200 Johnson Avenue, Suffolk, Va.

Unions are much more favorable to Adult Educational opportunities than any of us have imagined. For example, the United Auto Workers under the leadership of Carroll M. Hutton, Director of the Education Department has established GED programs in Union Halls. In 1956 there were 6,000 people enrolled in 21 Union Halls. They have organized and supported GED instruction and cooperated with management to do it. They worked with Dr. Don Butcher and the Detroit Schools to provide maximum educational opportunities for Union members. (Presentation of Carroll M. Hutton, to NACAE Meeting, Detroit, November 1977.

Likewise industry makes a tremendous investment in education. Seymour Lusterman, Senior Research Associate of the Conference Board, Inc. of New York City prepared a report entitled EDUCATION IN INDUSTRY for the Carnegie Corporation of New York and the Rockefeller Brothers Fund. He writes -- "It is no coincidence that the interest of employers in employee education, and the more general public interest in lifelong adult learning, have grown side by side in recent years. In large measure, each reflects two changes in the circumstances of work: first, that more and more jobs require sophisticated knowledge and skill, and therefore lengthier and more formally-structured preparation; second, that the working careers of individuals and the viability of enterprises are having to accomodate to changes in methods and technologies that are occurring at an unprecedented and perhaps accelerating rate.

Dr. Lusterman estimates that during 1975 which was a recession year for business, the nation's 7,500 or so largest private employers spent over 2 billion dollars on employee education, as much as the annual total in recent years of all contributions and grants to all colleges and universities from all sources. And at least one out of eight of the 32 million employees of these firms took part in some formal off-the-job training under company sponsorship.

He frankly says that employer-sponsored education stems from business needs. One of these needs is to qualify new employees, particularly those joining the firm in entry-level jobs, to perform their duties. Programs addressed to the training and instruction of newly-hired employees account for a sizeable share of the education-training efforts of some firms, and even dominate them in a few. But it is programs for present employees, programs intended to prepare them to assume new responsibilities, to improve their performance in their present jobs, and to maintain their competency in the face of changing knowledge, products and technology, that take the major portion of the resources that most companies bring to employee development activities.

In his presentation to NACAE on October 28, 1977 in Detroit, Dr. Lusterman said that, "Larger firms tend to spend more per employee than smaller ones. Thus, firms in our study with 5,000 or more employees spent about twice as much per employee as those with fewer than 1,000."

So I would recommend that ABE directors contact industries with the largest number of employees to offer training in basic skills. Industry supervision and personnel directors are aware that the nation's schools and colleges are not preparing people for work. They deplore "the lacks they find in language, and communications, and mathematical skills among younger employees." It is for this reason that industry may be much more interested in Adult Basic Education programs than any of us had imagined.

There are three characteristics that set apart corporate education from traditional public school education. These same characteristic can be attributed to adult education as well. First, there is the unusually high motivation of its participants. All are adults, and learning in circumstances in which the rewards of success and penalties of failure are perceived by them to be high -- involving present and future earnings as well as prestige, self-esteem, and the realization of career goals. A second characteristic of corporate education is that the work place is the setting for both the learning and the doing. This means, for one thing, that the formal courses and other off-the-job instruction that one out of eight employees were involved in during 1975 are only the more visible, measureable, parts of a far greater whole. Most employee learning takes place on-the-job. The third characteristic of corporate education is its pragmatic orientation -- its role as an instrument for achieving other goals -- business profit, growth, and vitality. (pages 7-9, EDUCATION IN INDUSTRY by Seymour Lusterman, Paper presented to NACAE, Oct. 1977)

Chapter Ten

NEWSPAPER SUCCESS STORIES, ADVERTISEMENTS

Bobbie Walden, past president of the National Association of Public Adult Continuing Education was named as my successor on the National Advisory Council on Adult Education. She prepared a booklet on RECRUITMENT AND RETENTION OF THE ADULT LEARNED for the Alabama State Department of Education in 1975. In it she writes, "Much free publicity can be obtained for the Adult Basic Education program through the local newspaper to promote their programs. In many newspapers, articles are often hard to locate. Much can be done to improve newspaper coverage. The Adult Basic Education Supervisor should know the newspaper's city editor and submit to him an article regularly. This will keep the news readers continually informed about the value of the Adult Basic Education Program. (page 12, RECRUITMENT AND RETENTION OF THE ADULT LEARNER)

Many adult educators have never had a course in journalism and shy away from writing news releases for the newspaper. But articles on registration dates, the numbers and kinds of courses offered with information as to where and when are all legitimate news stories.

The personal element is the key to getting good newspaper publicity. Don't only get to know the city editor, but look for the names of writers of feature stories on education, agencies, civil rights and attend the meetings of such organizations as Headstart, the School Board, Community Action Programs, Human Relations Commission and get acquainted with the writers the newspaper editor assigns to do stores on these organizations. These are the writers who are most likely to be interested in what you are doing through adult education - not political, economic or sports writers!

Then invite them to the graduation program, open house, or international day at your ABE program to give them a first hand look at the students, ages, motivations they show. When graduation comes, offer them an invitation and a free meal to all the events associated with your program and they will be more than happy to do a feature story on graduates of your school.

But you must do background work before doing the feature story. First of all,you must meet with your staff and decide which students are worthy of awards in graduation. Then you find out if any of them have a human interest story that will attract readership. Then you contact the student or graduate and ask if they are willing to have a story on their achievement written in the newspaper as recognition of their work and their awards? You need to be sensitive to the fact that many adults don't want it known that they have been attending adult school for they have been bluffing it all along with their friends that are educated. But there are always people quite willing to have their story made public.

Now some ideas on how to write news releases for publication. Write a separate article for each newspaper. Don't mimeograph releases with identical stories like you were the President's Press Secretary. It is better to individualize your articles for each paper so that the morning paper emphasizes one aspect of your program (ESL), the afternoon newspaper another aspect of your program (counseling), and the Sunday paper another (GED preparation, or basic skills). Each paper has a separate staff and you need to develop relationships with the writers and editors of each. By individualizing your articles you remove the excuse that the other paper has already reported the news. If your story and article is unique, they will be more likely to print it.

A one page article (double spaced) makes about a 3" x 3" article in the newspaper.

Registration Set For Adult Center Classes

The Lancaster Adult Enrichment Center has set the week of Jan. 7-11, for registration for all classes at both the Lancaster County Public Library, 125 N. Duke St. and the Reigart School, 500 E. Strawberry St.

Classes in learning how to read and write, mathematics, GED studies for the high school equivalency examination are offered at both locations daily from 9 a.m. to 3 p.m. and evenings from 6-9 p.m.

English as a Second Language Classes and Spanish ABE-GED Classes are offered only at the Adult Enrichment Center, on E. Strawberry Street. Registration for both English As Second Language and learning to read and write Spanish or for the high school equivalency examination in Spanish will be open all week, days as well as evenings.

The GED examination is offered monthly and the schedule of GED examination dates at McCaskey High School is Jan. 11 and 12, Feb. 22 and 23, March 28 and 29, April 25 and 26, May 23 and 24, June 13 and 14, and July 11 and 12. The test starts at 5:30 p.m. Friday and runs through Saturday. The fee is $5 per test.

All instruction at the Adult Enrichment Center and the Lancaster County Public Library is free. The programs are offered by the School District of Lancaster. For more information call 291-6262 or 394-2651.

Once youhave a stable of writers, be sure to recognize them and their organizations by giving them awards. In Lancaster, the GED ALUMNI ASSOCIATION sponsors a yearly award called THE INVOLVED CITIZENS AWARD. It is granted to the person contributing the most to the cause of Adult Education. In ten years two newspaper writers have been honored with this award. (See folded insert)

The lead article of the newspaper story tells in one sentence the main idea of what is happening. The body then expands on the details as to what? when? where? why? and how? Check your article for details and accuracy. Write at about a fifth grade reading level. Don't repeat information, but keep the

article short so that only the essentials are included to accomplish your goal - registration for classes, invitations to open house, opportunity to participate in special programs or to hear special speakers, visits by important people.

The newspaper will send a photographer when you have a writer who attends an activity as part of an assignment. But if the writer is free lance, then you will need to arrange to have pictures taken. Copies of the pictures taken by the newspaper photographer can be purchased from the newspaper's office. Many of the photographs in this book were purchased from the Lancaster Newspapers.

Success stories about ABE learners make the best feature articles. But if your school has moved to a new location, pictures of the building are in order. Cover news events such as volunteer recognition, ancillary services such as transportation services and day care. You will want to cover stories on the alumni association and advisory councils election of officers and cover news about your student organizations activities. If you school district believes in advertising by newspaper, contact the public relations office and be sure to reserve space to give adult education announcements. Some newspapers give school districts special rates for advertising.

Susan S. Schuehler (Dean of Continuing Studies, Moravian College, Bethlehem, Pa. 18018 (215) 865-0749)believes that newspaper success stories are the most effective source of new students. News stories are free. Dave Brown of the Philadelphia School District has been able to get major newspapers in Philadelphia to run a series of articles on the G.E.D. called FRESH START. It was a joint project of the PHILADELPHIA NEWS and the School District of Philadelphia. The NEWS printed 60 GED lessons over a 12 week period (five lessons a week) daily Monday through Friday.

NEWSPAPER ADVERTISING

Not many ABE programs have funds available for paid advertising. Those that do often run in conjunction with Adult Evening School, or some program that generates income for the District like GED testing. The School District of Lancaster budgets local money for advertising adult basic education. The administration believes that if federal money is going to be spent, it might as well be spent well, that is for full ABE classes. So cost efficient programs put money into ABE advertising to make sure that the most people get maximum benefit from their tax dollars spent on federally funded basic education programs. This is a good concept, one that other districts could well imitate.

The cost of newspaper ads, like everything else has greatly increased so it now costs twice as much to pay for the same amount of space purchased five years ago. But the smaller the space, the more articulate and skilled you need to become in planning your ads.

Michael Doddo, Bristol Township School District, 475 Wistar Road, Fairless Hills, Pa. 19030 writes that the School Distict of Bristol Township runs an ad in an evening newspaper that has a circulation of 40,000. The ad is run for one evening publication once in September and once in January prior to registration. The adult program in Bristol Township is based on two semesters, first one starting in September, and the second starting in January. Advertising to cover these two registration periods costs $103.00.

Carl Dargay writes that the School District pays for ads in the Hazelton Area. They are scheduled twice a year, September and February. They are very careful to indicate that no fee is charged for ABE, GED classes in all advertisements. He says that newspaper advertising of the AGE program in conjunction with the adult evening school helps reach adults need a basic education.

Nine ABE directors in Pennsylvania believe in using newspaper ads. They served as resource people for the preparation of this chapter. They are:

Franklin Andreas, Carbon County Area Vocational Technical School
13th Street, Jim Thorpe, Pa. 18229 (717) 325-3682.
Carl Dargay, Hazeltown Area School District, Church & Walnut Streets
Hazelton, Pa. 18201 (717) 459-3117
Michael Doddo, Director ABE/GED, Bristol Township School District
475 Wister Road, Fairless Hills, Pa. 19030 (215) 945-4540
Richard Jay, ABE/GED Director, Bethlehem Area School District
1115 Linden Street, Bethlehem, Pa.
Ron M. Mataucci, Intermediate Unit # 1 Adult Learning Center
23 Connellsville Street, Uniontown, Pa. 15401 (412) 437-9816
Michael McAllosg, Allentown GED, William Allen High School
Allentown, Pa. (215) 820-2345
Joseph J. Piazza, Route 456, Hoyt Street, Pringle, Pa. 18704
(717) 287-1029
Allen Per, Bensalem Township GED Program
4319 Hulmeville Road, Bensalem, Pa. 19020 (215) 752-0531
Charles R. Vortreflich, ABE Director, Bensalem Township ABE Program
4319 Hulmeville Road, Bensalem, Pa. 19020 (215) 752-0531

Chapter Eleven

OPEN HOUSE, SPECIAL EVENTS

An open house at the Adult Education Center provides an opportunity to visit with the Mayor and county commissioners and to ask them to issue a proclamation recognizing the value of adult education. It gives you a chance to show them copies of the Adult Student magazine and to ask them for a list of the personnel and department heads of both city and county officials who should be invited to your open house. You can add their names to the student newspaper mailing list.

Open House is a good opportunity to invite political leaders to visit the school. Graduation is not the best time for this because that is the students' day; it should not become a platform for politicians. If you want to help any particular politician out, you can send him a monthly list of graduates from your program so that they can write these students letters of commendation. Such a letter can influence that student in deciding to vote for the congressman or representative that cared enough to write him a personal letter of congratulations.

Political candidates and leaders who want an opportunity to show they have good relationships with minority people enjoy having their pictures taken at such events. Such exposure helps them and you.

Invitations to Open House should be sent to agencies and people having the most contact with the least educated. It is an excellent opportunity to give principals, counselors, teachers and school board members an opportunity to see adult education in operation.

Each year we have two student-faculty covered dish dinners in which we invite school district administrators and officials to attend so they can have contact with ABE students in a non-threatening way. This is done at Christmas time and in the spring for our annual International Day dinner. Both are covered dish dinners with a tasty display of foods from all over the world.

The Portsmouth Recruitment Project established the value of holding community leaders' workshops. Workshops are valuable for informing community leaders of the problem of adult illiteracy in Portsmouth and to discuss ways of combating the problem. Business, government, church and educational leaders are told that they are a vital link between the city's undereducated adults cannot read and the services of Adult Basic Education. Since many undereducated adults cannot read, recruitment techniques involving printed material are not as effective as personal referral. People selected for invitations are those whose jobs put them in most frequent contact with the least educated who might be potential students. (PORTSMOUTH VIRGINIA RECRUITMENT REPORT, pages 18-20)

Eighty-eight representatives of Portsmouth, Virginia attended the workshop entitled ACT IS ON THE MOVE and were given information packets specifically prepared for the occasion. The open house was centered around the idea of a career fair and was aimed at out-of-school youth and adults who had not completed high school but were considering returning to school. It was directed also at persons seeking employment with a limited educational background. Representatives of agencies working in Portsmouth participated in the Career Day. The Virginia Employment Commission, the CETA Planning Office, personnel representatives of General Electric and of the Naval Shipyard also attended. (PORTSMOUTH REPORT, pages 20-21)

Shirley D. Olson, of the Wallingford Education Program, Sheehan High School, Wallingford, Conn., described "You Can Days" - a special recruitment project used to publicize adult education in Wallingford. These "You Can Days" had as their purpose making known to the public the wide scope of educational and counselling services available to the public. They want to encourage under-educated adults to come into this adult education "fair" of free services, to identify educational deficiencies, and to register for those classes that will upgrade skills and knowledge.

The format used is to identify the services that each person has while attending the "fair". The services that are available are explained to them and immediate feedback is gained by testing. Participants are explained the test results and are offered help to upgrade their skills. So the "fair" is advertised as an assurance that you can be what you want to be by attending adult education classes and learning English or basic skills or by getting a high school diploma.

Open houses are a clever way to announce future plans for the adult education program as suggested by your advisory council, such as day care, vocational skills programs, transportation needs, etc. It is one way to get community support for the idea before approaching the board with a specific proposal. International Day is another opportunity for students to have their day in the sun. They can show off their art, handicrafts, curios, blankets, flags, carvings -- anything which symbolizes and demonstrates their own origins, nationalities, life styles, and cultures.

Handouts at such times are an important part of this process. They tell things about the program the public doesn't know. One handout we used told of our 1,000th student (in 1972), and another of our 1,000th graduate from high school (in 1978). One handout was designed to show how our adult education program addressed itself to meeting the ten basic goals of a quality education as set down by the Department of Education. The handout should be prepared with an idea as to who you are trying to impress and what you are trying to say.

Chapter Twelve

COMPREHENSIVE COUNSELING CENTERS

The least educated are information poor. Harmon and St. John in their work ADULT ILLITERACY describe the information crisis that is experienced by the poor and the least educated. The information poor:

"Do not know which formal channels to tap in order to solve his problems, or what specific programs exist to respond to his needs; watches many hours of television daily, seldom reads newspapers and magazines and never reads books. Does not see his problems as information needs. Is not a very active information seeker, even when he does undertake a search. May lean heavily on formal channels of information if it becomes apparent that the informal channels are inadequate and if his needs are strongly felt. Is locked into an informal information network that is deficient in the information that is ordinarily available to the rest of society. (quoting Childers, THE INFORMATION POOR IN AMERICA, 1975 pages 42-3) page 54 ADULT ILLITERACY.

Jack Mezirow of Teachers College, Columbia University, has also added to our understanding of the multiple disadvantages of those who lack conventional or functional literacy skills. His description of a 45 year old black man evokes for us an image of what such a life is really like.

"Eking out a living at an unstable succession of menial and arduous jobs, poor, haunted by failure, numbed with self-doubt, without study skills, and unable to read. Furthermore, going back to school seems an endless uphill struggle. Just learning the three R's means years of weary plugging, night after night, month after month, and then what? What will an eight-grade education get you? Into the ninth grade is about all." (Mezirow, et al. 1975 pp. 37-39--quoted in ADULT ILLITERACY,54)

Four excellent books that I find valuable for ABE teachers, counselors, aides and volunteers to read before working with ABE students in the classroom were mentioned by Harmon and St. John. They are an excellent orientation as to the kinds of people ABE teachers will be working with. The books are:

Oscar Lewis, La Vida (1968)
Beslow Rubin, World of Pain (1976)
Elliot Liebow, Tally's Corner (1976)
Susan Sheehan, A Welfare Mother (1976) page 55 ADULT ILLITERACY

Unfortunately, the kinds of services given by most state and federal agencies such as the employment offices and Social Security offices provi e nothing but the "agency go around for the least educated." The number of caring bureaucrats whose efforts make a difference is very minimal. That is why it is doubly important for the ABE counselor to provide not only educational and academic counseling but in depth examination of all the services the ABE students needs. To do this ABE professionals need to look upon the ABE student's whole situation and determine priorities and needs in terms of the whole life situation of the adult student. Adult Education

Learning Centers are the only full-time ABE programs that can provide the in-depth-counseling the information poor need.

The goal of Adult Basic Education is to help release the hidden potential within every person : creativity, confidence, resourcefulness, the willingness to take chances so that the adult can gain control over his own life and destiny. In this way Adult Basic Education programs contribute to the amelioration of harmful conditions. Students know best what they expect from an ABE program and they will not return to the classroom unless that need is being met. The counselor is the key to identifying and meeting that need.

Effective recruitment means creating conditions in which such learning (meeting the felt needs of adults) can be met. That is why ideal recruitment is concerned with the provision of comprehensive counseling so the adult has the dignity of choices, making decisions as to what kind of program will meet their needs. The counselors function is to help the student set and achieve both short term and long term educational goals. The counselor is in effect a total information system. Part of the counselor's function is to orient the student as to what the ABE-GED program can do for them, and what it cannot do. ABE programs are not job training programs, but they can be classified as job preparation or job readiness programs.

A survey student goals at registration (intake) helps the counselor do this. It allows the student to think through their past educational experience and view their needs and goals and put it down in writing.

In Lancaster's Adult Enrichment Center, we have developed a form to do this. It is a survey of interest form given to the new student at registration time.

FORM 1. INTAKE SURVEY OF STUDENT GOALS

"To All Students:

The Congress of the United States, which funds this program wants to be sure that this educational program meets your needs. In order for us to assure this, it is necessary for you to know your goals. What is it that you want to accomplish by coming to our Adult Basic Education Classes? Please check those sentences that most clearly reflect your reasons for wanting to enter this program. If none of the reasons you have are stated here, then check that and tell your counselor so you can discuss with the counselor just how and where you might obtain your goal."

A. MY FAMILY AND PERSONAL GOALS

I want to

___help my children with school work.
___give my children an example of the importance of an education.
___know more about health and nutrition.
___make better decisions when making purchases or buying by credit.
___know my legal rights as a citizen.
___immunize and protect my chidren's health.

I want to

___broaden my knowledge.
___improve myself.
___develop self confidence.
___reach my potential
___go to College.
___learn to use the library.
___make career decisions.
___become financially independent.
___earn more income.

B. MY COMMUNITY AND ECONOMIC GOALS

I want to

___be able to help others.
___understand government.
___register to vote.
___vote ntelligently.
___become an American citizen.
___participate in community organization
___know about community services and resources.

I want to information

___about Adult Basic Education.
___about the GED.
___about College.
___about Job Training.
___about trade schools.
___about careers.
___about Driver's License.
___about the Law.

C. MY ACADEMIC AND CAREER GOALS

I want to

___learn to read and write.
___learn English.
___improve my reading ability.
___improve my English.
___improve my math ability.
___get a high school diploma
___review English, Math, Reading.

I want to

___get a driver's license.
___start a business.
___enter the military.
___keep my job.
___get State license (beautician etc.)
___pass test (civil service, job test)
___get Ceta or Public Assistance.

D. MY OCCUPATIONAL AND CONSUMER GOALS

I want to

___get a job.
___get a better job.
___change jobs.
___get job training.
___prepare for job interview
___make family budget
___use a bank (checking, savings,loans)

I want to

___become more employable.
___discover my career interests.
___learn how to sell myself in a job interview.
___learn how to seek for a job.
___resolve my housing problems.

INTAKE FORM 1. SCHOOL DISTRICT OF LANCASTER

They key role of the counselor then is to interpret these goals into a worthwile ABE ins-ructional program. The counselor needs to sit down with the staff (teachers and aides) and share this vital information so that

instruction given in the ABE classroom will relate directly to the students needs and goals. By doing this the team effort of the counselor with the teaching staff willl enable the student to have early success in achieving goals and gain enough courage to set new ones. Short term goals are legitimate means of building up confidence so that the student will set greater academic goals that involve not only personal needs, but social, community and employment needs as well.

It is important to have weekly staff meetings by the counselor for the teaching staff to review the goals of each student, noting the reading and math ability level of each starting student. Form 2 is a copy of the student goals report form given to the teacher so that staff can cooperatively write teaching objectives that are relevant to the students real needs.

FORM 2. STAFF COPY OF STUDENT GOALS

_____ Student Reading Level_____

Name

Student English Ability 0 1 2 3
None Beg. Inter. Adv.

_____

Student Number Student Math Level _____

THE STUDENT SURVEY INDICATES THAT THIS STUDENT HAS THE FOLLOWING GOALS

A. FAMILY AND PERSONAL GOALS

The student wants to

___help my children with school work.
___give my children an example of importance of an education.
___know more about health and nutrition.
___make better decisions when making purchases or buying on credit.
___know my legal rights as citizen.
___immunize and protect my children's health.

The student wants to

___broaden my knowledge.
___improve myself.
___develop self confidence.
___reach my potential.
___make career decisions.
___become financially independent.
___earn more income.

STAFF TEACHING OBJECTIVE_____

_____

B. COMMUNITY AND ECONOMIC GOALS

The student wants to

___help others.
___understand government
___register to vote.
___vote intelligently.
___become an American citizen.
___participate in community organizations.
___know about community services.

The student wants to get information

___ about Adult Basic Education.
___ about the GED.
___ about college.
___ about job training.
___ about trade schools.
___ about careers.
___ about driver's license.
___ about the law.

STAFF TEACHING OBJECTIVE_____

_____

C. ACADEMIC AND CAREER GOALS

The student wants to	The student wants to
___learn to read and write.	___get a driver's license.
___learn English as Second Language.	___start a business.
___improve reading ability.	___enter the military.
___improve English ability.	___keep a job.
___get a high school diploma.	___get a State License (beautician etc.)
___review English, Math, Reading.	___get Ceta or Public Assistancee.

STAFF OBJECTIVE_____

_____

D. OCCUPATION AND CONSUMER GOALS

The student wants to	The student wants to
___get a job.	___become more employable.
___get a better job.	___discover my career interests.
___change jobs.	___to sell myself in job interview.
___get job training.	___learn how to get a job.
___prepare for job interview.	___resolve a housing problem.
___make a family budget.	___use a bank (checking, savings acct)

STAFF OBJECTIVE_____

_____

FORM 2. STAFF COPY OF STUDENT GOALS
Lancaster School District

Copies of this form are given to every staff member that has a student scheduled to his or her class. Staff objectives are written to help guide teaching staff as to student expectations prior to the admission of the new student to class. This weekly counselor-teacher meeting updates teaching staff on any new goals students may have set. These are often reported by teachers who have daily contact with student and enable the staff to keep uniform records.

The nitty-gritty of annual reports relating to enrollments, drop-outs, and student completions depend on the use of these documents to verify goal completions. Short-term goals are just as valid as longer term academic goals, even though they do not involve as much instructional time. Any program that enables a student to complete the goal for entering the ABE classroom should be recorded as a completion.

It is therefore important to document goal completions. Hopefully students will set more goals and have as many as a half dozen or more goal completions in the process of a year's work. This documentation is important both for compiling annual reports for the school board, and final reports for the Department of Education as well.

FORM 3. GOAL COMPLETIONS DOCUMENTATION
(To be filled out by the student)

Name_____ _____
Student Number

I FEEL THAT I HAVE SUCCESSFULLY COMPLETED THE FOLLOWING GOALS SINCE ENTERING SCHOOL ON _____ . I have checked the category that I believe is most important.

A. FAMILY AND PERSONAL GOALS ____ Number hours toward this goal _____

___I am able to help my children with school work now.
___I have been able to improve myself and set my children an example of the importance of an education.
___I have greater self-confidence and have set new goals.
___I have learned more about health and nutrition.
___I make better decisions when I make purchases.
___I have learned to use the library and use it now.
___I have immunized my children since I started school.
___I have increased my income since entering school.
___I am financially indepedent. (no longer on public assistance)

B. COMMUNITY AND ECONOMIC GOALS ___ Number hours toward this goal _____

___I have been able to help others.
___I understand and participate more in government now.
___I have registered to vote since entering school.
___I feel I know how to vote more intelligently.
___I have joined a church or community organization.
___I have become an American citizen.
___I have made use of community services I did not know of before.
___I received information about following:
___This school, ___GED,___College,___Job Training ___Trade Schools, ___Careers.

C. ACADEMIC AND CAREER GOALS ___ Number hours toward this goal _____

____I have learned to read and write.
____I have learned to speak English.
____I have improved my reading ability.
____I improved my mathematics ability.
____I have gotten a high school diploma.
____I refreshed my academic skills.
____I recieved Ceta or Public Assistance.
___I have gotten a driver's license.
___I have started a business
___I entered the army.
___I was able to keep my job.
___I have gotten a State License to _____._____.

D. OCCUPATION AND CONSUMER GOALS ___ Number hours toward this goal _____

___ I got a job.
___ I got a better job than I had.
___ I changed jobs.
___ I got job training.
___ I applied for my first job.
___ I now use a family budget.
___I discovered my career interest.
___I know how to handle a job interview now.
___I have gotten better housing.
___I now have a checking account.

Form 3 Goal Completions

This kind of verifiable information, backed by attendance information showing the number of hours the student studied at each level (Level 0-4, 5-8, 9-12) provide any basic educational program with information that makes it fully accountable. The Adult Basic Education Law is for the benefit of anyone with less than a high school diploma, to teach them basic skills, make them more employable, and more successful in their lives as citizens.

THE NEED FOR ADULT CENTERED LEARNING

The purpose of the ABE program is to provide an educational facility and learning center for non-English speaking and English-speaking persons who are sixteen years or older, who have not achieved a high school diploma, who are unemployed or underemployed due to an educational level below that of high school.

The older the student, and the longer the student has been out of school, the more difficult it may be to get the student back to school. The objective of adult basic education is to reach all out of school adults with less than a high school education and provide them with maximum opportunities to achieve academic skills in the following areas:

1. Adult Basic Education (K-8)

   The objective of Adult Basic Education is literacy for all adults with sufficient intelligence to learn to read and write. Proficiency in reading, writing, spelling, mathematics, and science is available from K to eighth grade.

2. General Educational Development (8-12)

   The objective of General Education Development is to enable adults to obtain a high school diploma without having to return to earn credits. Academic instruction is given in five academic areas by individualized instruction so that students can progress at their own rate of speed toward a diploma. English, Reading, Science, Mathematics, and Social Studies are the subjects needed for the GED test.

3. English As A Second Language (K to 8)

   The objective of the English as Second Language program is to teach the non-English speaking adult how to speak, read, and write English. Those needing driver's licenses are helped to prepare for the oral part of the driver's examination.

4. Spanish ABE-GED Courses (K-12)

   The objective of the Spanish ABE course is to allow Spanish-speaking adults to become literate in their language before starting to learn English. The Spanish GED program objective is to provide the quickest route to a high school diploma for those who have academic skills and ability in Spanish. If they pass an

examination they are given the local school district diploma in Lancaster.

5. Job Readiness and Vocational Guidance

The objective of the job readiness and vocational guidance program is to teach any adult who has never had a job how to apply for a job, how to succeed on a job, and how to get ahead on a job. Adults who are working below their potential are given vocational interest tests and are provided with opportunities for training and employment. Adults needing training are referred to other training programs.

COUNSELING AS KEY TO SUCCESS

Recruitment is to no avail if student are not retained in the educational program. So retention is a component of recruitment. Adults with learning problems are counseled and scheduled in the Learning Center for remedial work in reading, writing, arithmetic, English grammar, composition, and English as a Second Language. Learning Centers have the advantage of having a wide range of educational materials that will allow each student to begin any subject at his or her level of ability and progress at his or her own rate of speed in accordance with the time they are able to dedicate to study. A short mathematics and reading test helps the counselor place the student at the level of ability which is often not the same as the grade level when the person quit school. Counselors give the adult an optimistic view indicating that they haven't stopped learning just because they haven't been in school for many years. In fact as adults they have learned a great deal more than when they quit and have many assets to help them learn successfully.

With twenty hours of motivated study a week, adults attending full-time learning centers where full-time professional staffs are available for instruction in every subject area, can progress a grade level a month. Full-time professionals can develop greater expertise and experience in teaching disadvantaged adults. They know how to prepare appropriate material for students when it is not available in printed or textbook form. Para-professionals help teachers with record keeping chores and administrative details to give teachers maximum time with the students.

Counselors provide GED Workshops (preparation for test taking experiences) when the teachers indicate that the student has attained a level of skill ability that indicates they are ready to pass the high school equivalency examination. The counselor then follows up the graduate after the test has been passed with job related or career related information.

CHARACTERISTICS OF A GOOD COUNSELOR

The counselor must be concerned and genuine. He must be skilled in helping the student have a better feeling about himself. Students need to be made to increase their expectations. A good counselor knows how to do this by getting the student to commit himself to short term goals, and then as he experiences success to tackle harder goals. Teachers do this, too. Both teachers and counselors can build a student's trust and relationships. Both encourage the student to express himself. No decisions are made for the student, since as adults they must make decisions and face alternatives and responsibilities.

The counselor meets regularly with teachers (weekly) to allow teachers to share feedback as to special learning problems, or personal problems the student may have which the counselor may be able to help resolve. The counselor guards complete confidentiality, not sharing problems with any other students. Students feel confident that they can share their real needs and not have them divulged to anybody else.

The counselor's primary responsibility is not to his agency, or to other agencies, but to the student and his family. Insofar as this is true, the counselor will not make judgments about the student that may in anyway increase the burden of guilt or responsibility on a person who is already overburdened as an underprivileged or disadvantaged person.

Counselors should act as catalysts by getting agencies to deal with particular students in openly helping to resolve problems. Such a meeting should be for the purpose of protecting the student's interests, rather than those of the agency. Agency personnel should be urged to be more flexible, more concerned and more realistic about possible solutions. In this regard a heavy burden is placed on the ABE counselor to try and correlate all the various services available through many public and private agencies. A handy community resource book of local agencies is helpful to the counselor and teacher to know what agency offers a particular service. Such a community resource book aids the counselor and teacher because it includes an index of services allowing them to concentrate and correlate the various services needed through many agencies. (8th Conference of Ideas Operations, Opportunities; Commission on Adult Basic Education Adult Education Association, May 13-14, 1971, pages 6-10)

Pennsylvanians responding to the survey on recruitment revealed that even among captive audiences, such as in prisons, hospitals and other institutional settings, students still had to be recruited for ABE classes. Just because they are in a given institutional setting is no guarantee that the ABE classes are going to be fulfilled.

Karl F. Rekas, Director of Education at the State Correctional Institution at Rockview, Bellefonte, Pa. 16823 (814) 355-4874 believes that institutional counselors are the key to recruiting students for the ABE program in a state prison. He describes the Education Department at The Rockview State Correctional Institution as follows:

"Upon sentencing, the inmate is transported by Sheriff's Deputies to one of the three Diagnostic and Classification Centers located at Philadelphia, Pittsburgh, and Camp Hill. There the inmate is tested and evaluated for a period of ten days. The BETA (I.Q.) test and W.R.A.T. are administered and a case summary prepared. The individual is then assigned by staff decision to the institution judged best suitable to meet his needs. He is transported to that institution by the Bureau of Correction vans.

"Upon arrival, a two day orientation period is given which includes an ABE educational presentation and culminates in the initial staffing where a housing, work, and staff counselor assignment is made. During this meeting, a behavior agreement is drawn up with the inmate and his support team outlining those areas judged to be deficiencies and programs to overcome the deficiencies are outlined.

"At this point, the institutional counselor in cooperation with the education staff will note academic and vocational education needs of the inmate. If the inmate is functioning below the level which might be expected, he is advised of the programs that are available in the area of basic education that can remedy his deficiencies. He may apply for these programs at that point, or at any later time he wises. But he is not forced or told that he is going to participate in any educational program. Thus our success in recruiting him depends on the counselors ability to recruit the students for ABE programs. He cannot be forced into any educational programming. This is a misconception many adult educators in the free world have showing that they don't comprehend the nature of ABE in prisons."

INFORMATION GIVEN INMATES AT ROCKVIEW DESCRIBING ACADEMIC PROGRAMS.

The State Correctional Institution at Rockview offers inmates a variety of educational opportunities ranging from elementary (basic) education through New View which is a four-year baccalaurate degree program run in conjunction with The Pennsylvania State University. There is a large selection of vocational training courses of which the inmates may avail themselves. These include such areas as: Masonry, Welding, Television and Radio Repair, and Electrical Wiring, to name just a few. Classes are designed not only to increase the individual's academic education, but also to acclimate the inmate to living successfully in a law-abiding manner.

The educational staff attempts to design a program which is tailored to the needs of the motivated individual. Courses are taught in classroom situations both during the day and in the evenings. There are volunteers available from the Adult Literacy Council (Vista) to work with individuals who need individualized instruction. Classroom techniques in the elementary and secondary grade levels incorporate some of the most up-to-date learning tools available. There are facilities for the use of MAST learning system tapes, films and filmstrips, cassettes, and televised audio/visual materials via video cassettes.

LEARNING CENTER

The Learning Center provides individualized, self-paced, self-directed, self-motivated instruction in Language Arts, math and special interest subjects (science, social studies, calculus, etc.). This program tends to focus on those inmates who are 21 years of age or younger and do not have a high school or B.E.D. diploma. However, refresher courses are also offered to those inmates who already possess a diploma but wish to develop their competencies in particular academic skill areas. Educational counseling and instruction are provided on an individual basis by the Learning Center staff. Pre-testing and post-testing are required. A certificate of achievement is awarded to the student upon successful completion of the course.

90 DAY SKILLS PROGRAM

The purpose of the 90-Day Skills Program is to provide an individualized remedial program for those individuals who are functioning at less than the eighth grade level of competency in reading, spelling and math upon arrival at State Correctional Institution of Rockview. Shortly after initial staffing the inmate is offered the opportunity to enroll in classes as a work assignment either mornings or afternoons, and be assigned to a normal institution work detail for the remaining one-half day (morning or afternoon). Classes meet daily from 8:30 a.m to 11:30 a.m. or from 1:00 p.m. to 4:00 p.m., and an individual's session lasts approximately 3 months. Individual instruction in the basic skills areas (English and Math) is provided using self-instructional tests, workbooks and appropriate A.V. materials. Pre-test and post-test are required. If a student's post-test scores are below the eighth grade level of competency, further remedial work will be recommended.

STUDY CENTER

The Study Center provides individualized instruction in the basic skills areas. The program is primarily designed for those inmates who do not have a high school diploma or G.E.D. diploma. Subject materials (text-books, workbooks, practice work, etc.,) are individualized and are of a self-instructional nature. Classes meet daily and a school session lasts approximately 10 weeks. Evening classes are also offered for those who cannot attend the 9-5 classes due to their work assignment. A certificate of achievement is awarded to each student who successfully completes the course. (Karl Rekas, INFORMATION ON ACADEMIC AND VOCATIONAL PROGRAMS AT S.C.I.R.)

Other resource persons who favored comprehensive counseling as effective means of recruiting the least educated were:

William A. Jones, Hiram G. Andrews Center (formerly PA Rehabilitation Center, 727 Goucher Street, Johnstown, PA 15905 (814) 255-5881

Frederic Judd, 800 Loch Alsh Avenue, Fort Washington, PA 19034

Neal K. Mechling Sr., State Regional Correctional Facility, R.D.2, Greensburg, PA 15601 (412) 837-4397

Richard Miller, ABE Prison Program, 227 Bedford Street, Hollidaysburg, PA 16648

Walt Smerconish. Bucks County Intermediate Unit 22, 121 Spruce Street, Doylestown, PA (215) 348-2496

Conclusion

CARING COOPERATION - KEY TO SUCCESSFUL RECRUITMENT

Let's face it. Adult Basic Education doesn't have the clout to bring about ligislatively mandated cooperation of the federal bureaucracy. Most federal mandates fail anyway because the people at the top are not committed to the kind of sacrificial service that counts. They are under constant bombardment by pressure groups so that they are unable to reflect about the issues that affect the least educated.

But those of us at the local level can show that to care for the adult learner makes the difference. We can make the difference by contacting other agencies and organizations. When they see our sincerity and dedication, they will forget jealousies and cooperate. People knowing people makes a difference. The human person caring for another human person - that is the secret. Such caring involves a willingness to go extra distances of sacrifice and service. That is what is demanded when it comes to recruiting the least educated.

The least educated will respond when they feel your warmth and know you care and that your staff cares. When no detail is unimportant, no need overlooked, that is the quality needed to attract and hold the least educated.

We at the local level, by caring contacts with people of other agencies and organizations can make the difference. When a person cares comprehensive services are provided to the disadvantaged, the needy, the poor, the uneducated and the least educated. They are made to feel comfortable, they are made to feel at ease.

Humanizing adult education makes it possible to recruit and retain adults in the basic education program until their needs are met and their goals are accomplished. State Directors need to improve ABE programs by funding more full-time Learning Centers where adults can attend to their educational needs according to a flexible schedule, yet find the professional help available when they can make it. Only full-time learning centers have the professional staff that can provide the emotional support adults needs. Commissioner Boyer was right, "Tired teachers at the end of a long day can't provide that kind of instruction, especially when ABE is their second or moonlighting job." So the more full-time programs that are funded, the more opportunities the staff has to give students empathy and challenge they need.

Many agencies need leaders whose caring concern will make a difference. This is also needed at the federal level since many such agencies move in different directions, without any coordination or cooperation. For example, there is very little cooperation between the Department of Labor's Employment and Training Division, and the Department of Education's Adult Education Division.

I believe that there needs to be an Under-Secretary of Adult and Occupational Education in the Department of Education structure, who will sit on an inter-agency taskforce with Labor, HUD, Agriculture and Defense to provide the kind of cooperation among Departments that will serve the needs of the least educated. This is the only way that minimal federal dollars directed to Adult Basic Education can be supplemented by the billions now going into the Employment and Training of Youth and Unemployed.

Ultimately, the success of reaching the least educated and getting adults off the uemployment rolls and welfare rolls will depend not on new legislation mandating such cooperation (it inevitably fails). It will depend on whether the President appoints under-secretaries who care about meeting the needs of adults.

A COMPREHENSIVE COUNSELING AND SECURITY ACT

Any administration that wants to reduce illiteracy, unemployment and the plight of the disadvantaged must take action to correct the glaring inequities and fragmentation of people services bearing on the general welfare and employment of the disadvantaged.

Do federal agency chief's care that 26,000 deaths resulted from stress-related diseases tied to high unemployment? In addition, among the unemployed there were 1,500 suicides and 1,700 homicides during the same period in 1977. An earlier report showed that the life expectancy of adults unemployed a year or more is reduced by five years. The American public cannot be expected to pay such a price.

Vernon Jordan, Executive Director of the National Urban League described the problem. Assistance given to business, industry, and agriculture (Lockheed and Chrysler) comes in the form of subsidies and special legislation. They are given "hard" money and guaranteed by Congress an on-going commitment (e.g. subsidies to farmers, aircraft industry, auto industry and airlines). By contrast, commitments to the poor (poverty programs) are "soft" money programs, like Adult Education, which come up every three or five years for renewal.

A Comprehensive Counseling and Security Act would set up a four-stage delivery system from the federal government to the client, allowing "hard" money to flow, based on the unemployed population of any given employment office. The functional structure would be:

FEDERAL GOVERNMENT	STATE GOVERNMENTS
A. Fiscal	A. Counseling
B. Priorities	B. Needs Assessment and Education

1. THE FEDERAL GOVERNMENT

The federal government would have two roles. Education funds would be placed in escrow for distribution by the U.S. Treasury to the counties on the basis of confirmed county needs. Checks, written by local county governments, would be distributed to the employers and the school providing services, thus committing the federal government to finance all welfare costs. Local and state governments would no longer have this burden.

The second role of the government would be to set national priorities as norms or standards by which companies, industries and employers could use public service employees or students. These goals could be reviewed every three to five years and adjusted to changing national needs by the President. Current priorities might well be:

* energy conservation
* establishment of an integrated transport system that connects airports, trains, and buses
* ecology - clean water, air and preservation of the environment
* urban renewal
* health - playgrounds, parks, bike paths, hiking trails
* quality education for both children and adults
* overseas development by using unemployed teachers, agriculturalists, technicians and engineers

II. THE STATE GOVERNMENT

The state government's role would be to provide one-stop counseling services. A network of county counseling centers would be established integrating the duties previously operated by competing agencies. An end would be brought to the proliferation of competing agencies providing services for the poor, and the sick. Disadvantaged adults now spend a large portion of their lives just going from one agency to another, telling their woes. There are offices of the Department of Public Assistance, Social Security, Vocational Rehabilitation, Probation and Parole, Family and Children's Services, and Employment Security. For persons with drug and alcohol problems, or physical and emotional problems, there is still another agency - Mental Health and Retardation. No wonder the cost of government is so high. A bureaucracy of counselors and case workers has been established for every separate service.

The state, relieved of the welfare burden through direct federal funding of Job Security (replacing welfare), would assume full fiscal responsibility for a program of full-service counseling. These Comprehensive Counseling Centers would identify those who lack of an education is an obstacle to their employment, and would contract with local school districts or community organizations to provide basic educational services. States would reimburse school districts for educating adults on the same

as children. Adults would have the right to an education through high school at any age and school districts would be reimbursed on the basis of adult enrollments, as they now are for children. The counseling centers would provide the information poor and the least educated with educational counseling that would place them in programs that would solve their reasons for lack of employment, whether the lack of basic skills, English ability, job skills, or job training.

NACAE and the Congress need to recognize that after sixteen years of experience, a large cadre of full-time adult educators has been formed. Dollars for research and teacher-training (Section 310) now currently mandated by law should be reduced over a five year period from ten to two percent, so that more money will be available for programs of instruction. Only by reducing the percentage allocated to Section 310 projects can current funding match inflation costs.

This book is a compilation of how 130 ABE directors would respond to the question of how to reach the least educated. Why not try to find out yourself by asking the local ABE director nearest you. They are the experts. Give them a call. That is why I have included their names and phone numbers. They know more about adult education than anyone else in the field, besides the adult consumer. They are experienced adult educators, and they are the professionals.

EUGENE L. MADEIRA

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STATE DIRECTORS WHO SERVED AS RESOURCE PERSONS

I want to express special thanks to Dr. Donald Snodgrass, Chief of Operations of the Division of Adult Education for his help in getting 21 State Directors of Adult Education to respond to my survey on recruitment. At the meeting of the Council of State Directors in Alexandria, Virginia, I was able to distribute a survey of recruitment form and obtain guidance from the state directors not only what methods were the most effective for reaching the least educated, but also the names of local program directors they considered the most effective in recruiting ABE students. They who assisted in this were:

ROBERT ALLEN	*Texas*	*W. W. LEE*	*Kansass*
JANE ALONSO	*Connecticut*	*ELVIN LONG*	*Missouri*
LUTHER BLACK	*Arkansas*	*CHARLOTTE MARTIN*	*Wisconsin*
ELMER CLAUSSEN	*Washington*	*ETHEL MATTHEWS*	*Pennsylvania*
JOHN ECOS	*Ohio*	*DON MCCUNE*	*California*
WILLIAM FARRELL	*Rhode Island*	*GARRETT MURPHY*	*New York*
WILLIAM GRANT	*Maryland*	*SANDRA ROBINSON*	*Vermont*
KEITH LAPE	*Illinois*	*BARRY SEMPLE*	*New Jersey*
JOHN LAWRENCE	*Florida*	*MARY TURNER*	*Washington D.C.*
LUKE EASTER	*Tennessee*	*LIZ WAGGNER*	*Colorado*
		ROBERT WALDEN	*Alabama*

The results of the survey on recruitment, given to State Directors and returned by 130 local ABE directors was as follows:

STUDENTS	*25 responses*
GRADUATES	*25 responses*
TV SPOTS	*13 responses*
LOCAL AGENCIES	*12 responses*
PAID RECRUITERS	*10 responses*
NEWSPAPER ADS, STORIES	*10 responses*
COMMUNITY ORGANIZATIONS	*6 responses*
BULK MAILINGS	*6 responses*
COMPREHENSIVE COUNSELING	*6 responses*
BROCHURES	*5 responses*
STUDENT NEWSPAPER	*5 responses*
RADIO SPOTS	*5 responses*
INDUSTRY	*2 responses*
OPEN HOUSE, SPECIAL DAYS	*1 response*
GRADUATION EVENTS	*1 response*
Total	*132 replies*

This book is based on input from 132 local and state directors whose opinions and contributions are contained in the text.

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

May 16, 1979

To: ALL STATE DIRECTORS OF ADULT EDUCATION

From: Gene Madeira, Chairman of Program Effectiveness and Evaluation Committee

Dear Co-worker in Adult Education:

The new Adult Education Amendments require that we reach more of the least educated than we have in the past. For this reason, I as chairman of the Committee on Program Effectiveness am interested in presenting a report to Council on the most effective methods of recruitment.

To help us discover which methods are most effective, I want to ask you to identify one program in your state that you consider to have been the most successful in recruiting the least educated so that we can contact them about their recruitment methods.

Name of Program Director _____ Name of Program _____

Address _____ Telephone _____

Also I would like you to check the list of methods below you think are most effective. Rate them from 1 (most effective) fifteen (least effective). Add to the list any methods you know that are used that are not included. Then return this form to NACAE addressed to me.

____TV spots

____Radio spots

____Newspaper ads

____Newspaper success stories

____Bulk mailings

____Local agency referrals

____Satellite Classes

____Comprehensive Counseling Services

____Special Events such as open house, international days etc.

____Graduation Programs

____Student Written Newspaper

____Paid recruiters

____Community Development Organizations (ethnic, minority organizations)

____Students

____Graduates of Program

____

Other methods: _____

If your State has had a 309 on Recruitment, please send us a copy.

RETURN TO EUGENE MADEIRA, Chairman

Program Effectiveness & Evaluation Committee

425 13th STREET, N.W. / PENNSYLVANIA BLDG. / SUITE 323 WASHINGTON, D.C. 20004 (202) 376-8892

ABOUT THE AUTHOR

GENE MADEIRA is currently visiting 12 Latin American Countries serving as a Consultant to ALFALIT (an international literacy organization) and his own church mission board. He is on sabbatical from the School District of Lancaster where he organized and operated one of the most successful adult education programs in the country.

He served four years on the National Advisory Council of Adult Education and was Chairman of the Committee on Program Effectiveness and Evaluation during his last year. His term on the Council spanned two years under Gerald Ford and two years under Jimmy Carter. Since leaving the Council, Gene has started his own consulting firm called ELM CONSULTANTS, which under contract with the Pennsylvania Department of Education has produced this book.

Gene got his start in adult education in Colombia, South America where he and his wife served five years with the Interamerican Missionary Society. They worked in literacy education, established village schools and participated in the training of both teachers and pastors. On coming to this country he worked as a bilingual counselor for the Migrant Opportunity Program in Vineland, New Jersey while working on a Master's degree at Glassboro State College. He taught part-time at the Camden Adult Learning Center before moving to Lancaster in 1969 when he started working for the School District of Lancaster.